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ABSTRACT

This curriculum guide for fourth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include readings, classroom discussion, use of filmstrips, games, and interviews. Topics and concepts treated in the lessons include responsibility, honesty, decision making, family responsibility, friendship, using money wisely, using time wisely, physical and moral courage, and power. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For many lessons the classroom readings are included. Appendices include procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recomment that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

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LEVEL 4

PATTERN OF HEALTHFUL LIVING: TOUCHING LIVES

U S DEPARTMENT OF HEALTH.
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VALUES EDUCATION

Harris County Department of Education
Office of County School Superintendent

FEB 04 1976

PATTERN
OF
HEALTHFUL LIVING

A Values Curriculum

Second Revision

TOUCHING LIVES

LEVEL FOUR

Wendelin Taylor

HARRIS COUNTY DEPARTMENT OF EDUCATION
Office of County School Superintendent
Carroll Teague - Superintendent
1975

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PROGRESS AND CAUTION

The Pattern of Healthful Living Project was a curriculum development effort funded by the Texas Commission on Alcoholism. The guides were written, subjected to two pilotings and carefully evaluated for content, grade appropriateness, and pupil effectiveness.

Because this is a values based curriculum attempting to effect attitude and behavioral changes in pupils regarding decisions important to youth, the Pattern of Healthful Living staff does not recommend the use of these guides without the requisite teacher preparation. Affective teaching skills and attitudes are imperative if the results the project obtained from piloting can be expected from others who use the material.

The staff recommends these materials not be used daily, but rather spaced to cover a semester of time. Materials are available for grades kindergarten through eight.

The focusing goal of a values-based curriculum is the development in children of a positive self-image. This will set the pattern for utilization of decision making processes which are necessary in a democratic society. If this is kept in mind and teachers are properly trained, we will have taken one further step in humanizing education.

Shirley E. Rose, Ed.D
Project Coordinator

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PREFACE

Rationale

Harris County Department of Education conceptualized "Patterns of Healthful Living" curriculum design under the following premises:

1. Belief in the supreme worth and individuality of each pupil.

2. Belief that each person should be aided by educational institutions in attaining his potential as a human being.

3. Belief that each person should be aided by educational institutions for effective participation in a democratic society.

4. Belief that each person can become the person he wants to be and function more effectively in a free society if he is helped to develop a personal rational value system.

5. Belief that one of the important functions of a school in a free society is to help pupils develop and clarify a personal belief system.

6. Belief in a value-based education program as the effective means of assisting pupils into becoming a "rational thinking," "self-actualizing" individual.

Goals

The following broad goals were identified in order to facilitate the ultimate aim of the program as outlined in the proposal to the Texas Commission on Alcoholism: "The ultimate aim will be to have an ongoing program which can be offered to organizations throughout the state, a program which produces individuals with the ability to make responsible judgments on their lifestyle."

The program attempted the following:

1. Assist pupils in the development of a more positive self-concept which helps individuals achieve a more rewarding, enriched life.

2. Assist pupils in the development of rational thinking processes necessary to effective functioning in a free society.

3. Assist in the development and refinement of inter and intra personal skills necessary for individual and group effectiveness.

4. Assist in helping the child understand the values of the society in which he lives and participate effectively in that society.

5. Assist in development of a personal and societal value system, which involves:

    A. Understanding how a value system evolves.
    B. Appreciation of value systems operating in a multi-ethnic society.
    C. Experiences in examination of values both personal and societal.
    D. Experiences in resolution of value conflict and value clarification both personal and societal.

TOUCHING LIVES

INTRODUCTION

SETTING THE STAGE FOR LEARNING

This curriculum is entitled "Touching Lives" since it was designed to help pupils see the relationships among members in our society, how our decisions and actions affect the lives of our fellowmen, and the influence which each of us has on the lives of others.

The excitement which you, the teacher, inject into each lesson will determine the success of these lessons. The atmosphere which you establish at the very outset of the value study will be of utmost importance.

A very positive and uplifting attitude must prevail in the classroom during these sessions. It is imperative that each child feel comfortable in talking with others about emotions and values. The major activities of each lesson are discussions about reactions to value. If children feel embarrassed or hesitant about expressing themselves, the very heart of the course will be removed.

The major value categories considered in these lessons are listed and identified below:

A. Affection: Love and friendship that you have for other people and that you feel they have or should have for you.

B. Respect: Courtesy and admiration that you have for other people and they have for you. Having someone that you look up to.

C. Skill: The ability to do things well and to feel that you can do them well.

D. Enlightenment: Your ability to understand what things mean and using your knowledge to help you do the things you want to do.

E. Power: The ability to control your own behavior and the ability to make other people see your point-of-view and do what you would like them to do. Being able to make your own choices based on good information.

F. Wealth: Wanting or needing money or the things that money can buy, such as food, clothing, shelter.

G. Well-Being: An inner feeling of contentment, health, inner-peace and happiness. Not being sick, worried, upset or unhappy.

H. Rectitude: Knowing what is right and wrong for yourself. Keeping one's promises and being honest and just. One who is responsible and can be trusted.

The eight "universalities" or categories of "needs and wants" were defined by Dr. Harold Lasswell and his followers as being basic values sought by all men in all known cultures and adapted for educational use by Rucker, Arnspiger, Brodbeck, and others.

THE LESSONS

Story

The value concept for each lesson will be established through one of the following media: a story, record, cassette, filmstrip, or set of study prints. Building upon this foundation, the teacher will launch quickly and smoothly into the learning experiences and guiding questions.

LEARNING EXPERIENCES

Each lesson outlines far more learning experiences than can possibly be completed within the suggested time. The teacher is requested to be selective in employing those experiences which are most appropriate for the maturity of his pupils.

Activities which are included in the learning experience section of this manual are:

DISCUSSION GROUPS OR BUZZ GROUPS (Teams)

Many lessons request the division of the class into four or five small groups for discussion of key questions or the fulfilling of assignments.

It is recommended that the membership of these groups change frequently. It is strongly urged that a rotation basis be established the first day of the course so that a new leader and secretary for each group are chosen daily. Each person has a turn in these leadership roles.

GROUP REPORTS

The teacher will assign discussion groups with a leader and secretary. Often the group answers questions. Frequently, the group is given a task such as "list reasons why____________"; "Compose a set of things you would do," "make a chart..., etc. Each group members projects his opinion and beliefs. Each contributes to an art activity so that a total effort becomes a group report.

HYPOTHETICAL SITUATIONS

The teacher tells an imaginary story. The purpose is to give pupils an opportunity to consider what they would do if the incident really happened in their lives. What response would they make? How would they begin to face and solve such a problem?

THE PUBLIC INTERVIEW

This method provides the interviewer an opportunity to express his thoughts and ideas honestly; it gives the class a chance to learn to listen emphatically and non-judgmentally, and it gives the teacher an opportunity to help all students to be supportive of each other as values are clarified.

UNFINISHED SENTENCES OR OPEN-ENDED QUESTIONS

Pupils are asked to complete sentences which are structured to help the child reflect on attitudes and beliefs. Children often list their likes, dislikes, fears, concerns, and hopes.

ROLE-PLAYING

Demonstrations to clarify and reinforce concepts may be accomplished if actors feel free to live their parts without fear of criticism or taunting by the audience.

Role playing gives pupils opportunities to assume new identities in temporary situations. The teacher establishes the role-playing situation with structure by choosing participants and describing the plot. The teacher's job is to keep the pace lively, so that action does not drag and actors do not get silly or off the topic. It is a good approach to change actor's roles in the middle of the play to see the incident through the other person's eyes.

RELATED ACTIVITIES TO REINFORCE CONCEPTS

In many lessons the writer has also included such activities as songs, poems, crossword puzzles, hidden word puzzles, and matching games. Each was selected or created to reinforce the value concept for a specific lesson.

The teacher knows his students, their sensitivity and response to each lesson, and their reactions to various types of assignments. Use the reinforcing activities, as time permits, to the greatest motivation for your boys and girls.

These suggestions are made for your use:

Set up a learning center for values. A table or shelf in your room could serve this need. Pupils could go to the center upon completion of other subjects and assignments. Use the materials independently, either individually or in small groups. These materials, listed in lessons, could be included:

1. Books
2. Filmstrip
3. Cassette tape to review
4. Film
5. Crossword puzzle
6. Hidden word puzzle
7. Matching game
8. Rank order
9. Sentence completion
10. Collage supplies
11. Art supplies
12. Poems - read

Assign as seatwork to be worked upon completion of other subjects. Assign as homework to be returned and discussed the following day. Use free moments as they occur during the day, i.e., between other subjects, while waiting for lunch, during snack break, to read a poem, learn a song, work a puzzle.

EVALUATION

An evaluative exercise is to conclude each lesson. In all cases this will be the revelation of the child's individual reaction to the value studied. In some lessons, the child is promised that no-one will read his evaluation. His confidence must be strongly reinforced.

LESSON 1 - TO BE HONEST

Purpose:

To help pupils learn that to live a life of honor involves conducting oneself in a responsible way according to the situation.

Concept:

Responsibility
Honesty

Prerequisite:

Pupils should be prepared to participate in such group processes as debates and discussions.

For this and other lessons to be effective, pupils must understand buzz group procedures.

Sometime before, but not during, this first lesson conduct a practice buzz group:

> Select a group, topic, leader, and secretary. Let the class watch this group work. Help the leader call on each group member for his contribution to the topic. Help them learn to discuss freely, stay on the topic, and prevent a few from dominating.
>
> Keep the lesson(s) moving briskly!

Terminal Objective:

During the week pupil will demonstrate his understanding of living honorably by making some decision which involves right-wrong, honor-dishonor.

Enabling Objective:

1. Pupil will identify traits he believes representative of an honorable person.

2. Pupil will write traits which he feels an honorable person would not have.

3. Pupil will verbally explain how Marilyn felt about her role as a Girl Scout and her responsibility to live the Scout Promise and the Scout Law.

4. Pupil will analyze the story characters and events in order to explain the actions of the two girls at the slumber party.

5. Pupil will list the ways in which the prank affected the person or property of others.

Learning Experiences:

1. The story today is about a troup of Girl Scouts on a slumber party the night before a special parade. Read the Girl Scout Law and the Girl Scout Promise.

   Ask: What is the first law? (Honesty)

2. Ask: What is honesty?

   List definitions of honesty on the chalkboard or pupil's papers. Pupils will list traits they believe an honorable person would or would not have.

   Note to Teacher: The following will be helpful in clarifying pupil's definition and discussion of honor:

   Honor refers to personal integrity. A person of honor is a person who is responsible and can be counted on (depended upon) to do what he believes is right.

   Honor is not to be confused with reputation. A man's reputation is what others think he is. A man's honor is what he is - at all times - observed or unobserved. Whether anyone sees or finds out, an honorable person does what he knows to be the right thing.

   On my Honor: When a person lives up to the trust that others have in him to do what he believes is right and dependable, he has a strong sense of honor.

3. Listen to the story "To Be Honest."

4. Discuss the following questions:

   A. What happened in the story?

B. Honesty was expected from which girls in the story?

C. Why did they expect Marilyn to be trustworthy?

D. What were some other reasons Marilyn was so well thought of?

E. Who do you expect to live a life of honor?

F. Should some persons be expected to live more honorably than others? Why or why not?

G. Do you believe those persons (Question F) are ever tempted to be dishonest?

H. What did Marilyn use to help her live honorably?

I. What do you use to help you live an honorable life?

J. How did Mrs. Stevens feel?

K. Has anything like this ever happened to you? How did it make you feel?

L. How could you tell if a person were not honorable?

5. Form four discussion groups. Appoint a leader for each group who can keep the discussion flowing on the topic. Appoint a recording secretary for each group to jot down ideas.

   Instruct each group to discuss Marilyn's experiences as a Girl Scout in relation to objective three.

6. Each group will discuss why the girls chose not to follow Marilyn's example.

7. How did their actions affect others?

8. After discussing the story's conclusion, each group will debate the justice or injustice of the consequences (punishment) for the girls' actions.

Optional: If desired, pupils may work the crossword puzzle, using the vocabulary from the story "To Be honest" to reinforce concepts of honesty.

Materials:

1. Paper and pencils for recording secretaries

2. Tape player and tape of story. (Optional: Teacher may prefer to tape some of the stories to provide variety to the presentations.)

3. Girl Scout Law (Master included in lesson).

Evaluation:

Were there feelings that Jody and Paula felt that you have felt at some time? Can you tell about that feeling? Identify one trait which you listed in your definition of an honest person which could describe Marilyn. In what way(s) could you develop that trait in your own life?

GIRL SCOUT LAW:

I will do my best:

- to be honest
- to be fair
- to help where I am needed
- to be cheerful
- to be friendly and considerate
- to be a sister to every Girl Scout
- to respect authority
- to use resources wisely
- to protect and improve the world around me
- to show respect for myself and others through my words and actions.

GIRL SCOUT PROMISE

On my honor, I will try:

To serve God,

My country and mankind,

And to live by the Girl Scout Law.

TO BE HONEST

"Hey, that was good," exclaimed Jody, putting away her plate.

"Yes, I like the way Mrs. Stevens bakes beans," agreed Marilyn.

They went into the Stevens' family room with the other girls. Some were playing records, Doris and Beth were playing ping-pong, and Paula was practicing cheers she'd seen at a football game.

Mrs. Stevens, the Scout leader, said, "Girls, it's late. Let's sing a couple of songs and then call it a night. We have a big day ahead. We are to be dressed in the morning and downtown by seven-thirty for the parade. Our troop marches right in front of the mayor's car. I want you asleep by ten-fifteen.

Everyone followed along to the familiar songs as Marilyn played the piano.

Marilyn was what all the girls wanted to be: talented, smart, pretty, and still nice to be with. You could bank on what Marilyn said. What she believed in she stood up for. In all of their times together she had been the one Mrs. Stevens and the troop could count on.

Now in the quietness they started the Law: I will do my best to be honest, to be fair, to help where I am needed....." Marilyn lived by those promises.

Mrs. Stevens went to her bedroom and the bedrolls were spread out. For awhile girls scampered here and there, chattering to one another, but slowly they settled down to sleep.

Jody raised her head in the darkness and whispered, "Paula, Marilyn, are you awake?" Up popped two heads.

Jody went on, "Let's have a cola before we go to sleep. Want one?"

Marilyn told them it was after ten and they'd better close their eyes fast. She lay down and turned over.

Paula and Jody tiptoed to the refrigerator and opened two cola bottles.

Jody began laughing and said, "I can get you." She put her finger over the bottle and shook it several times, aiming it at Paula.

Paula ran into the family room where the others were sleeping. Giggling, she teased, "Let's get them all." And she shook her bottle. Before long, bedrolls and faces were showered with the sugary liquid.

Squeals and cries broke the silence. On girl's hand shot up to protect her face from a bath, and Jody's cola misfired into the draperies.

The lights came on. Mrs. Stevens' look of shock turned to disappointment.

"There can be no parade for you, Jody and Paula. And I'm afraid no more slumber parties and trips for this school year. We'll have to see what can be done with the girls' bedrolls. In the morning you can wash the windows and mop the floor. Perhaps you can help pay for the drapes to be cleaned."

Jody looked down at the empty bottle in her hand. Then her eyes met Marilyn's. Jody quickly looked away.

LESSON 2 - A PLEDGE

Purpose:

To help pupils learn that living a life of honor requires responsible decision making in order to fulfill responsibilities.

Concept:

Responsibility
Honor

Prerequisite:

None

Terminal Objective:

Pupil will differentiate two testing methods: the Honor System and teacher monitored, providing reasons for preferring one above the other.

Enabling Objectives:

1. Pupils will read the response to the Pledge to the Flag of the United States of America.
2. Pupils will be able to use documents to define the terms: pledge, promise, swear, affirm, and declare on oath.
3. Pupils working in groups will examine copies of oaths and pledges of various youth organizations. After analysis of such documents, pupils will decide on the wisdom of joining an organization whose activities and purposes were contrary to one's beliefs.
4. Pupils will identify ways in which each individual member contributes to the effectiveness of the group, through keeping the pledge of the group.
5. Pupils will define the Honor System and teacher-monitored system after studying appropriate materials.

Learning Experiences:

1. Have the class sit in a large circle. Distribute copies of the response to the Pledge to the Flag of the United States of America. Let every other student read the pledge and alternating students read the response, as a two-part choral reading.

2. Ask: What is a pledge? Write the words: "pledge," "promise," "swear," "affirm," and "declare on oath" on the chalkboard. We are going to see how each word is related to the others.

3. Form small buzz groups. In an earlier lesson we read a story about Marilyn, a Girl Scout, who could be trusted to keep her promise. What other groups or organizations have oaths, pledges, or promises? Distribute copies of all organization or office oaths and pledges to each group. Instruct each group to examine the documents. What do you notice about these documents? What is expected of the member who makes such a committment? How are the terms "pledge," "promise," "swear," "affirm," and "declare an oath" used? Are they alike?

4. Should you join a group you don't really believe in? Why?

5. A club or organization may be operated on at least two bases: The Honor System and the Teacher-Monitored System. What is the Honor System?

   What is the procedure in a Teacher-Monitored classroom? (Elicit responses until the concept seems clear.) Ask: If there were no Honor System, what would schools do to insure that students do not cheat?

   What are the advantages and disadvantages of each system?

   What could you say generally about pledges and honor systems? How are they related?

Materials:

1. Paper and pencils

2. Duplicated copies of promises, pledges, and oaths: (Masters included in lesson.)

   Blue Bird Wish
   Law of the Camp Fire Girls
   Girl Scout Promise

Girl Scout Law
Boy Scout Pledge
Pledge to the Texas Flag
Pledge to the Flag of the United States

Oaths:

President of the United States
Governor of the State of Texas
Member of the Congress of the United States
Members of the Legislature of Canada
Allegiance to the United States

Military:

Enlisted men
Officers
Cadets of the United States Military Academy

3. Tape player and tape of story. (Optional)

Evaluation:

Pretend you are drawing a cartoon for a newspaper or comic book. Give your opinion on which helps you most as a pupil: The Honor System or the Teacher-Monitored System. Tell why you have this opinion.

THE HONOR SYSTEM

Many schools use the honor system in conducting examinations. The responsibility and self-discipline of the students replaces direction and discipline of teachers during testing. Teachers do not check students to keep them from cheating. They trust the pupils to be honest and rely on their own knowledge.

Discuss the Honor System in the United States Military Academy and the other military academies.

"The United States Military Academy at West Point, New York, is the oldest military college in the United States. It prepares young men for careers as military officers. The Academy is supported by the federal government, and is supervised by the Department of the Army. Students are called cadets. The Student Body is called the Corps of Cadets..... The Academy Honor Code is a cherished possession of cadets and graduates. Enforced by the cadets themselves, the code has never outgrown its original and simple meaning - that a cadet will not lie, cheat, or steal. The code requires complete integrity in word and deed. It is strictly enforced, and any intentional violation is a cause for dismissal from the Academy."

World Book Encyclopedia
Pages 147-148
Volume 19
Field Enterprises Education Corporation
Chicago, 1970

RESPONSE

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA

Flag of the red, white, and blue,
We shall ever be loyal to you.

AND TO THE REPUBLIC FOR WHICH IT STANDS,

Sovereign state our fathers made free,
We pledge our hearts and lives to thee.

ONE NATION UNDER GOD, INDIVISIBLE,

Land of power, wealth, and beauty:
    Power from unity,
    Wealth throughout the land;
    Beauty on every hand:
        Valleys green, mountains steep;
        Azure lakes, rivers deep;
        Golden grains on fertile lands;
        Dazzling sun on desert sands;
        Land of power, wealth, and beauty.

WITH LIBERTY AND JUSTICE FOR ALL.

Land of freedom and fair play,
We salute your flag today.

(Response by Mildred A. Dawson)

THE LAW OF THE CAMP FIRE GIRLS

Worship God
Seek Beauty
Give Service
Pursue Knowledge
Be Trustworthy
Hold on to Health
Glorify Work
Be Happy

BLUE BIRD WISH

To have fun; to learn to make beautiful things;
to remember to finish what I begin; to want to
keep my temper most of the time;
to go to interesting places; to know about trees,
flowers, and birds;
to make friends.

GIRL SCOUT LAW

I will do my best:
-to be honest
-to be fair
-to help where I am needed
-to be cheerful
-to be friendly and considerate
-to be a sister to every Girl Scout
-to respect authority
-to use resources wisely
-to protect and improve the world around me
-to show respect for myself and others through
my words and actions

GIRL SCOUT PROMISE

On my honor, I will try:
To serve God,
My country and mankind,
And to live by the Girl Scout Law.

OATH OF OFFICE
GOVERNOR, STATE OF TEXAS

The Governor of the State of Texas promises to preserve, protect, and defend the constitution and the laws of the United States and of this state.

CONGRESS AND SUPREME COURT

I ____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; (that I will bear true faith and allegiance to the same;) that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and truthfully discharge the duties of the office on which I am about to enter. So help me God.

MILITARY OATHS

Military oaths are taken by men and women who enter the armed services of our country.

"I do solemnly swear (of affirm) that I will bear true faith and allegiance to the United States of America; that I will serve them honestly and faithfully against all their enemies whomsoever; and that I will obey the orders of the President of the United States and the order of the officers appointed over me, according to the regulations and the Uniform Code of Military Justice."

CADET, UNITED STATES MILITARY ACADEMY
(10 U.S.C. Sec. 1099)

"I, ____, do solemnly swear that I will support the Constitution of the United States, and bear true allegiance to the National Government; that I will maintain and defend the sovereignty of the United States, paramount to any and all allegiance, sovereignty, or fealty I may owe to any State, county or country whatsoever; and that I will at all times obey the legal orders of my superior officers, and the rules and articles governing the armies of the United States."

TEXAS FLAG PLEDGE

Honor the Texas Flag. I pledge allegiance to thee, Texas, one and indivisible."

PLEDGE TO FLAG OF UNITED STATES

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands. One Nation under God, indivisible, with liberty and justice for all.

LESSON 3 - RICK AND THE LADY

Purpose:

To help pupils learn that dishonesty affects the well-being of individuals and those who trust them.

Concept:

Responsibility
Honesty
Well Being

Prerequisites:

None

Terminal Objective:

Pupil will reveal his goals for adulthood by writing a statement about the kind of person he aspires to be.

Enabling Objectives:

1. After listening to the story, "Rick and the Lady," pupils will search the story for examples illustrating the affect Rick's thoughts and actions had upon his well-being.
2. Pupils will formulate a conclusion for the story.
3. Pupils will discuss legal consequences when someone does not return lost merchandise to the owner.
4. Pupils will predict the affect Rick's actions would have upon his family if he returned the purse, and/or if he kept the contents.
5. Optional: Pupils will circle the vocabulary words from the story in the hidden word puzzle game.

Learning Experiences:

1. Listen to the story "Rick and the Lady."

2. Ask the following questions:

   A. Rick told himself a lie. What was it?

   B. Several times in the story Rick was worried that someone might see him? Why? How did he show his nervousness?

   C. How do you think the story will end?

   D. What could be the consequences if Rick keeps the purse's contents?

   E. How would Rick feel if the situation were reversed?

   F. If Rick does not return the purse could this lead to other dishonest acts? Why or why not?

   G. Does it usually take other dishonest acts to cover the first?

   H. How will Rick's family feel if he returns the purse? If he keeps the contents?

   I. Have you ever found something and did not know what to do? What happened? How did you feel? Why did you feel that way? Thinking back over what you did, would you do anything differently today? What? (Encourage as many students as possible to relate incidents when they faced similar dilemmas.)

   J. From what we have said about Rick in his situation and all the situations you have been in, what could we say generally about people and the decision they make when there is a moral issue involved?

Optional Activity:

Pupils may circle the vocabulary words from the story in the Hidden Word Puzzle.

Materials:

1. Pencils and paper for evaluation.

2. Tape player and tape of story. (Optional)

3. If desired: duplicated Hidden Word Puzzle. (Master included in lesson)

Evaluation:

When you build a house, you have a plan. When you build a life, you also have a plan.

Write a statement (paragraph) about the KIND OF PERSON you plan to be when you are grown.

Note to Teacher:

1. "The kind of person you plan to be" indicates qualities of character and personality: Looking into the future, what traits will others see in you, how will you affect others? This is not intended as a career oriented answer.

2. Students might be encouraged to keep a diary of the various decisions and commitments they make while studying "Touching Lives." The responses may indicate the moral growth of the student.

RICK AND THE LADY

He was running through the parking lot when he spotted it in the shopping cart. Mother had told him to get his hair cut and walk on home. She could finish buying groceries without him.

Rick stopped and looked around. He walked between the cars. No, there didn't seem to be anyone around. In fact, he was the only person on this side of the store.

Where had the red purse come from?

"Some lady probably loaded her groceries into her car and drove off without it," Rick imagined.

It was his now. He had found it, hadn't he? She was long gone.

Rick looked around again and reached down into the chrome basket for the purse. He held it close to his jacket and walked quickly behind the store. No one could see him there.

Opening the silver clasp and pulling apart the sides, he saw a bulging white billfold.

Rick's fingers shook as he unbuttoned the flap and counted fifty-four dollars in bills and thirty-two cents in change. "Wow! The lady carries some money around!" he thought excitedly.

He pulled out the plastic pockets. "She has a lot of credit

credit cards," he thought. "I guess all ladies like to shop at every store in town."

Then he saw the driver's license. The lady was Mrs. Freida Woods. She lived at 2379 Hawk Street. Her telephone number was 261-3209.

Rick looked down at her picture on the license. She had regular brown hair and dark eyes. They were nice. You could say she was pretty. About the age of all the guys' mothers.

This Mrs. Woods looked so friendly and trusting. "By now she will be worried about her billfold. What should I do?"

HIDDEN WORD PUZZLE

Use the vocabulary from the story "Rick and the Lady" to help you find the words listed below.

Circle the answer when you locate it. Rick's name is number 33. It is circled for you.

1. AROUND
2. BACK
3. BASKET
4. BILLS
5. BROWN
6. CALMLY
7. CARS
8. CART
9. CHROME
10. COINS
11. CUT
12. EYES
13. GROCERIES
14. GUYS
15. HAIR
16. HAWK
17. HOME
18. JACKET
19. JEANS
20. LADY
21. LICENSE
22. LOOKED
23. LOT
24. MOTHER
25. NAME
26. NICE
27. NICKELS
28. PARKING
29. PHONE
30. PICTURE
31. PURSE
32. RED
33. RICK
34. RUNNING
35. SEE
36. SHE
37. SHOP
38. SMILE
39. STORE
40. STREET
41. TRUST
42. TWO
43. WOODS

HIDDEN WORD PUZZLE

Z	L	I	C	E	N	S	E	E	Y	E	S	Z	Y	Z
M	O	T	H	E	R	B	R	O	W	N	M	S	X	Y
Y	O	R	E	D	Z	O	Z	U	A	D	I	M	H	T
X	K	A	K	X	Y	J	P	G	N	X	L	L	K	E
B	E	C	X	T	O	S	H	U	D	N	E	C	R	K
Z	D	C	O	I	N	S	O	Y	Z	C	I	O	Z	S
C	A	L	M	L	Y	R	N	S	N	R	T	N	P	A
B	I	L	L	S	A	Z	E	E	G	S	Z	O	G	B
S	E	E	Z	S	E	P	C	B	R	I	H	X	G	C
D	E	E	D	S	L	I	Z	A	O	S	A	N	J	H
T	W	O	R	L	T	C	C	C	C	N	I	C	E	R
Z	O	U	I	E	L	T	U	K	E	K	R	Y	A	O
W	P	B	K	K	A	U	T	T	R	U	S	T	N	M
N	I	C	E	C	D	R	X	A	I	X	Y	V	S	E
N	A	M	E	I	Y	E	P	Z	E	H	O	M	E	Z
J	X	Z	Y	N	H	A	W	K	S	T	R	E	E	T

LESSON 4 - MY FAMILY

Purpose:

To help pupils learn that the family unit is important by providing its members protection, identity, security, affection, and the basic necessities of life such as food, shelter, and clothing.

Concept:

Loyalty
Appreciation
Pride

Terminal Objective:

Pupil will state one specific thing he will do this week to show his parents he is glad he belongs to them; or state one thing about his family relationship which benefits him.

Enabling Objectives:

1. Pupils will discuss feelings they have about their family as they relate to rules, customs, brothers/sisters, arguments and enjoyment.
2. After viewing the filmstrip "No Place Like Home" pupils will analyze the similarities and differences between the two families and how these differences affected Danny.
3. Pupils will construct a chart illustrating needs which are provided by their parents.
4. Pupils will discuss ways loyalty to family can be demonstrated.
5. Pupils will consider ways families cooperate to make life more enjoyable.
6. Pupils will list ways to show helpfulness and/or affection to parents and siblings.

Learning Experiences:

1. Use the Teacher's Guide which accompanies the filmstrip/ cassette kit to ask questions concerning the family in

regard to running away from home, disagreements, pleasures, and customs.

2. View the filmstrip, "No Place Like Home."

3. Follow the probing questions in the Teacher's Guide to analyze the similarities and differences in the two families in the story and how they affected Danny.

4. Providing for your needs is an important way that your parents show that they are glad you belong to them.

   Could you illustrate ways your parents provide for your needs and desires?
   You may use crayons.
   Illustrations may include:

   Food
   Home or apartment
   Room of own or shared with sister/brother
   Clothes
   Playthings (bikes, games etc.)
   School supplies
   Spending money
   Medical care (doctor, dentist, orthodontist)
   Grooming supplies
   Pets
   Musical (or other) lessons
   Entertainment
   Travel

5. What does the word loyalty mean? Should members of a family be loyal to one another? Why or why not?

   How can children show their loyalty to their family?

   Answers may include:

   Putting parents first
   Being proud of family members
   Appreciating what parents do for children
   Being proud of father's occupation
   Upholding, rather than criticizing all family members to outsiders
   Upholding parents' rules and wishes
   Considering what our parents tell us as confidential
   Holding the "family name" in honor and not embarrasing family with poor conduct

Optional Activities:

1. What kind of activities can family members enjoy together? Can you discuss these things and compile a list?

   Answers may include:

At Home:

Dominoes
Card games
Softball, tennis
Badminton, croquet
Horseshoes, checkers
Monopoly

Away

Fishing
Movies
Miniature Golf
Plays or programs
Swimming
Concerts
Picnics
Boating
Skiing (water or snow)
Skating (ice or roller)

2. What could you do to show your family your appreciation?

Answers may include:
- Fix meals
- Make surprise desserts or treats
- Make cards or gifts as surprises
- Listen to younger child read
- Help with bath or shampoo for younger child
- Compliment older brother/sister on something done well

Evaluation:

Pupils may desire to illustrate their purpose card by a Smiley Face or some other happiness symbol..."This week I will show my family I am glad I belong to them by______"

or

One thing in my family I am glad about is ______ and this week I will do the following to illustrate it.

Materials:

Filmstrip/cassette "No Place Like Home" (Westinghouse)
Paper
Pencils
Crayons
Chart paper or posterboard
Scissors
Evaluation Sheet (Master included in lesson)

ONE THING IN MY FAMILY I AM GLAD ABOUT IS____________________

____

____

AND THIS WEEK I WILL DO THE FOLLOWING TO ILLUSTRATE IT______

____

____

HAPPINESS

In My Home Or Family Is............

LESSON 5 - I FORGOT

Purpose:

To help pupils learn that our own honor and the trust of others are affected by keeping our promises.

Concept:

Responsibility
Keeping one's promises

Prerequisite:

Pupils must be comfortable with making comparisons and contrasts. Pupil must have had instruction in using facts to deduce answers. Experiences writing original stories will assist development of the lesson.

Terminal Objective:

Pupil will analyze the effect of a broken promise upon the enjoyment of a loved one and suggest a way to restore honor which has been damaged.

Enabling Objectives:

1. After listening to the story, "I Forgot", pupils will analyze the interaction of responsibility, trust, keeping one's promises, and honor.
2. Pupils will identify and explain why they consider some people honorable and others unworthy of the term "honorable."

Learning Experiences:

1. Listen to the story "I Forgot."
2. Discuss the following questions:
   A. What happened in the story?
   B. When Chris made a promise, was he accepting responsibility?

C. In what ways are others putting their trust in you when you give them a promise?

D. When someone does not keep his promise, how do you feel? Why do you think you feel that way? Why is it difficult for you to depend on that person again?

E. How do you feel about people who keep promises? Why do you think you feel that way?

F. Are there ever times when it would be best not to promise to do something? What could be the reasons?

G. Are there times people make wild or unrealistic promises? Why?

How could we learn to tell the difference between realistic or wild promises?

H. Responsibility involves obedience to doing right. Responsible citizens obey rules and regulations. However, there are extreme circumstances when a person must act in a responsible manner to the extent that his sense of honor (right) demands breaking rules or promises. Can you think of an example of breaking a promise or rule because it would be more honorable to do so than to follow a rule? Support your answer.

3. Play the "Three Characters" Game.*

Display slides and names of famous characters from movies, fiction, cartoons, etc.

Say: 1. If you could become someone else, what is the name of the most honorable character you would wish to be?

2. Find the one you would not want to be. Tell why.

3. Find the one most like yourself- Tell why.

---

*Strategy Number 30 Three Characters Game
Simon, Sidney B. et al., Values Clarification (New York: Hart Publishing Company, Inc. 1972). Pages 219-220 (Used with permission of the publishers.)

Materials:

1. Paper and pencils for evaluation.
2. Transparencies of outstanding or notorious characters from movies, history, real life, etc.
3. Tape player and tape of story (Optional).

Evaluation:

Pupil will indicate in writing how Chris' broken promise will affect the enjoyment of his parents and guests at the birthday party and why.

What could Chris do to restore his honor? Explain

I FORGOT

It had been a long afternoon. Ever since lunch the time had passed slowly. Only five more minutes. Chris finished the answer to the last science question on his job card. **Wow!** Now he could go over to Buddy's house and see his new motorbike. At noon Buddy had told him it was gold with blue striping.

"Let me at it." yelled Chris to Buddy at the corner of the schoolyard. Both boys started galloping down the sidewalk to Blackberry Street.

When Buddy pulled up the garage door, Chris couldn't believe his eyes. A Honda CT70. It had an automatic clutch and three forward gears. It's gold paint sparkled even in the dim garage.

"Dad says it'll make 45 miles an hour on a straightaway," beamed Buddy, rubbing the leather seat.

Soon Mr. Patterson was home and helped each boy ride the motor.

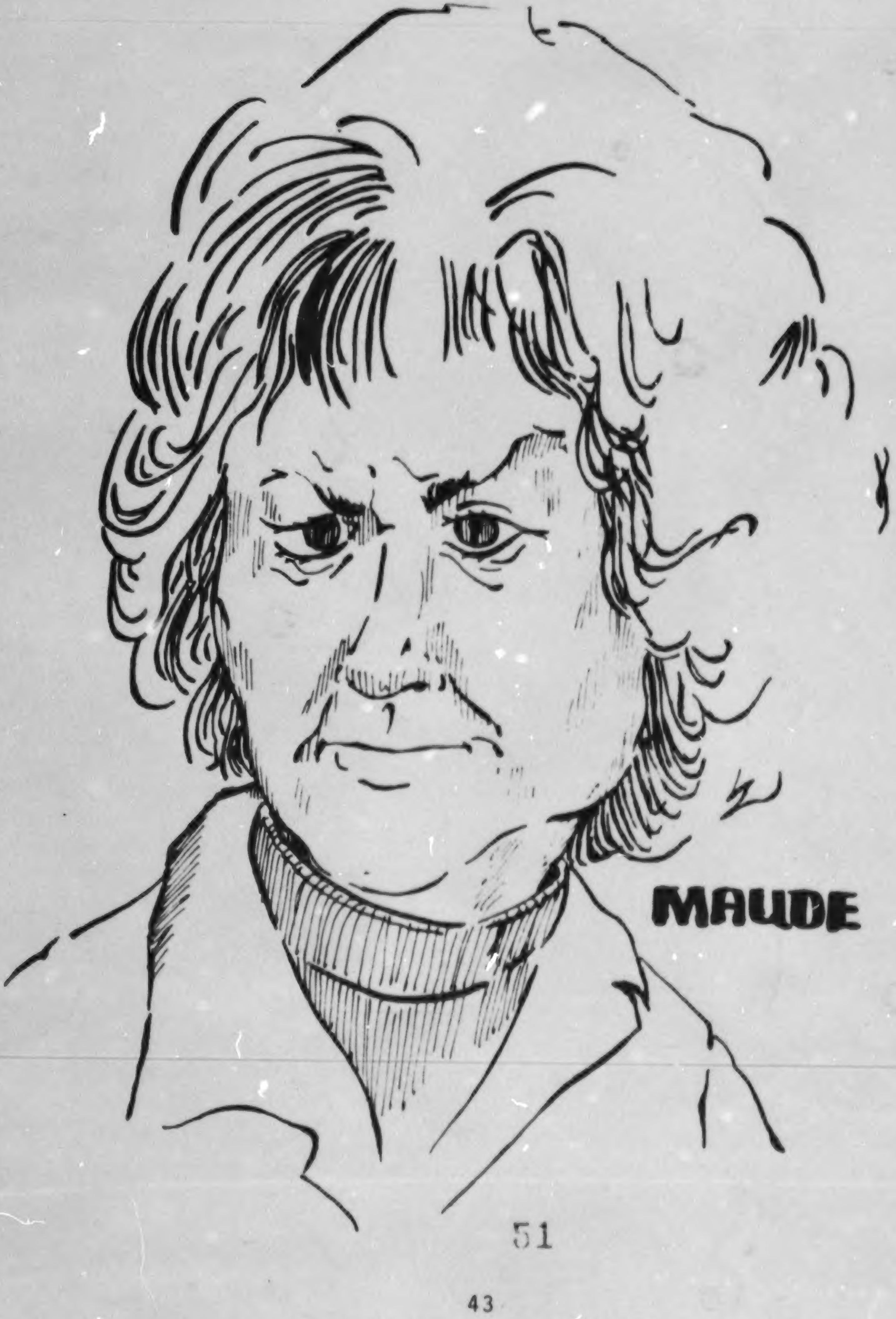
Chris got so involved he forgot the time.

He went home through the back yard. That was why he didn't see the cars parked in front of the house.

When he opened the door, he spotted his sister Cindy carrying a tray of sandwiches She didn't have on playclothes. There was his mother, all dressed up talking to some other people in the living room. The house was filled with people. He could see the Gregory's from down the street, Mr. Kalmer, Dad's boss, the Smiths and their baby.....

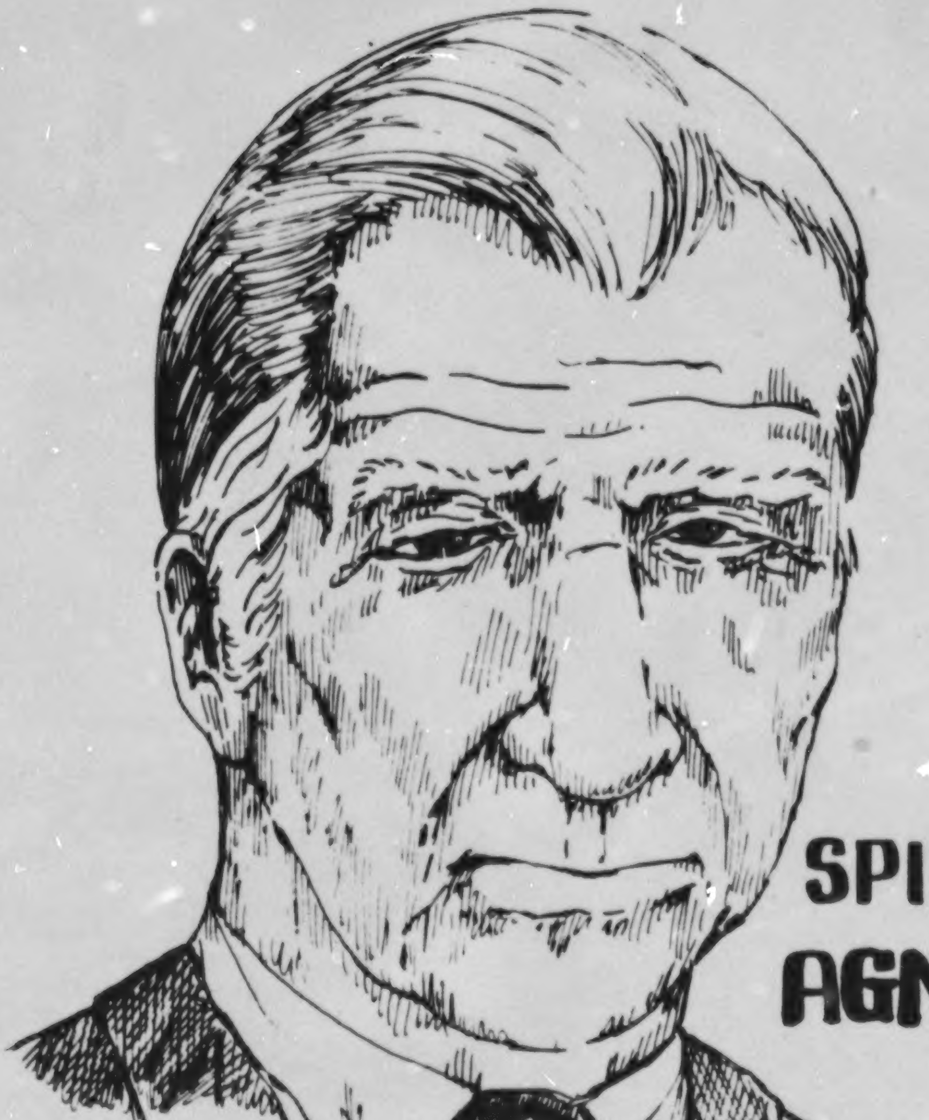
And then he remembered. "Oh, no! I forgot to pick up Dad's birthday cake from the bakery by the school. I promised Mom I'd bring it for Dad's surprise party."

With the sound of the door closing behind him, everybody turned to look at Chris. Just then they could hear Father's car pull into the driveway. Chris' heart went into his throat.

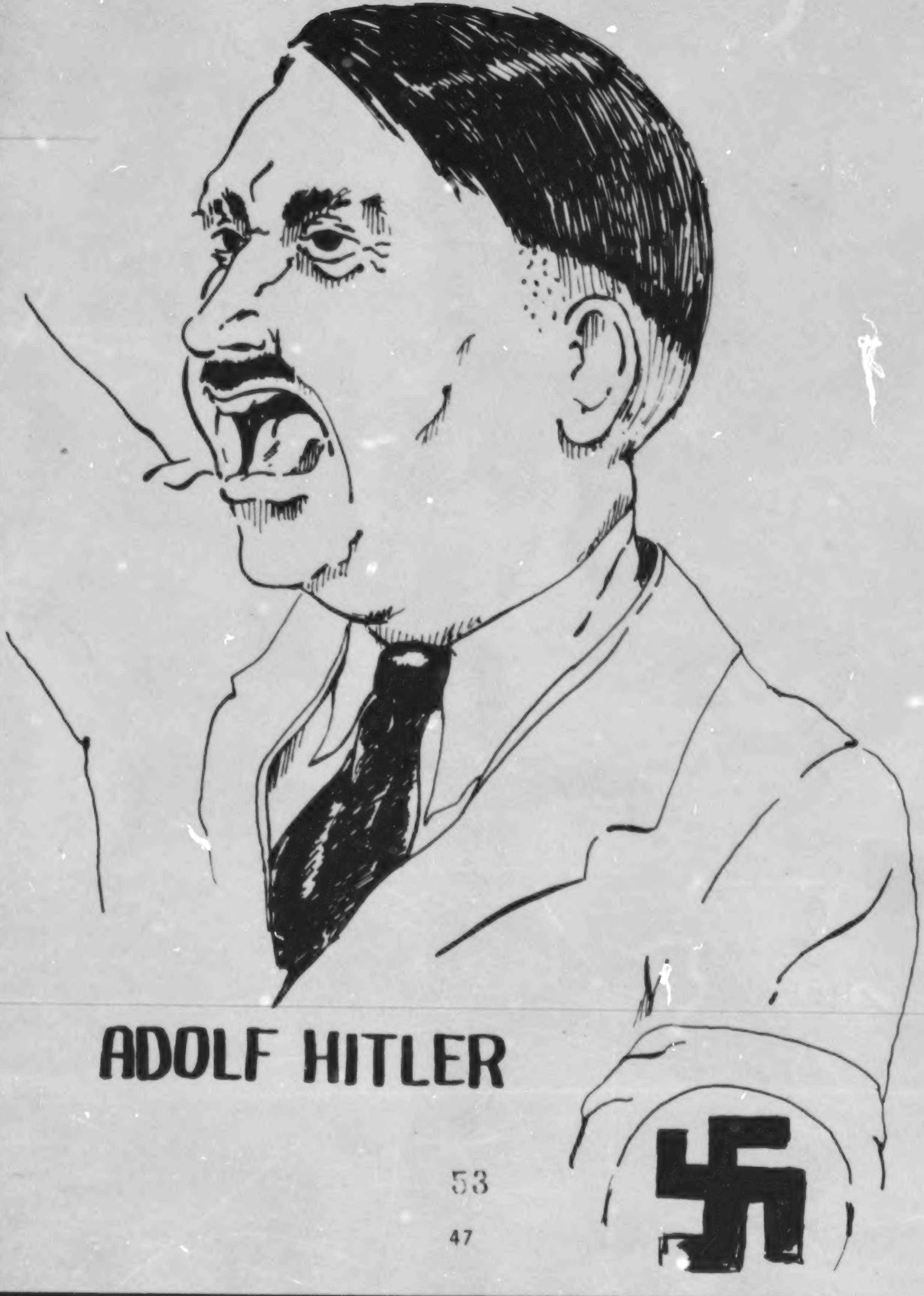


MAUDE

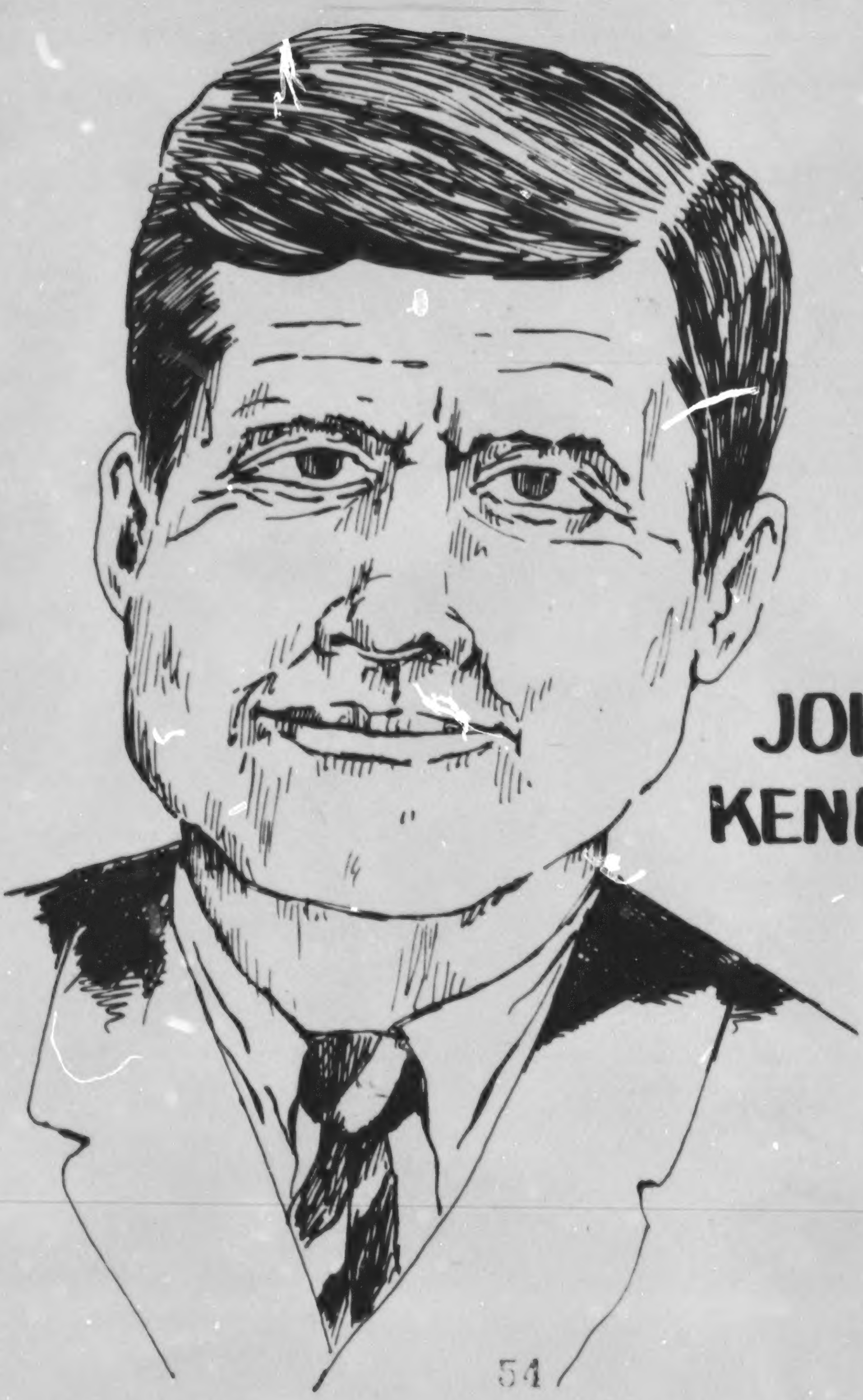
Lesson 5



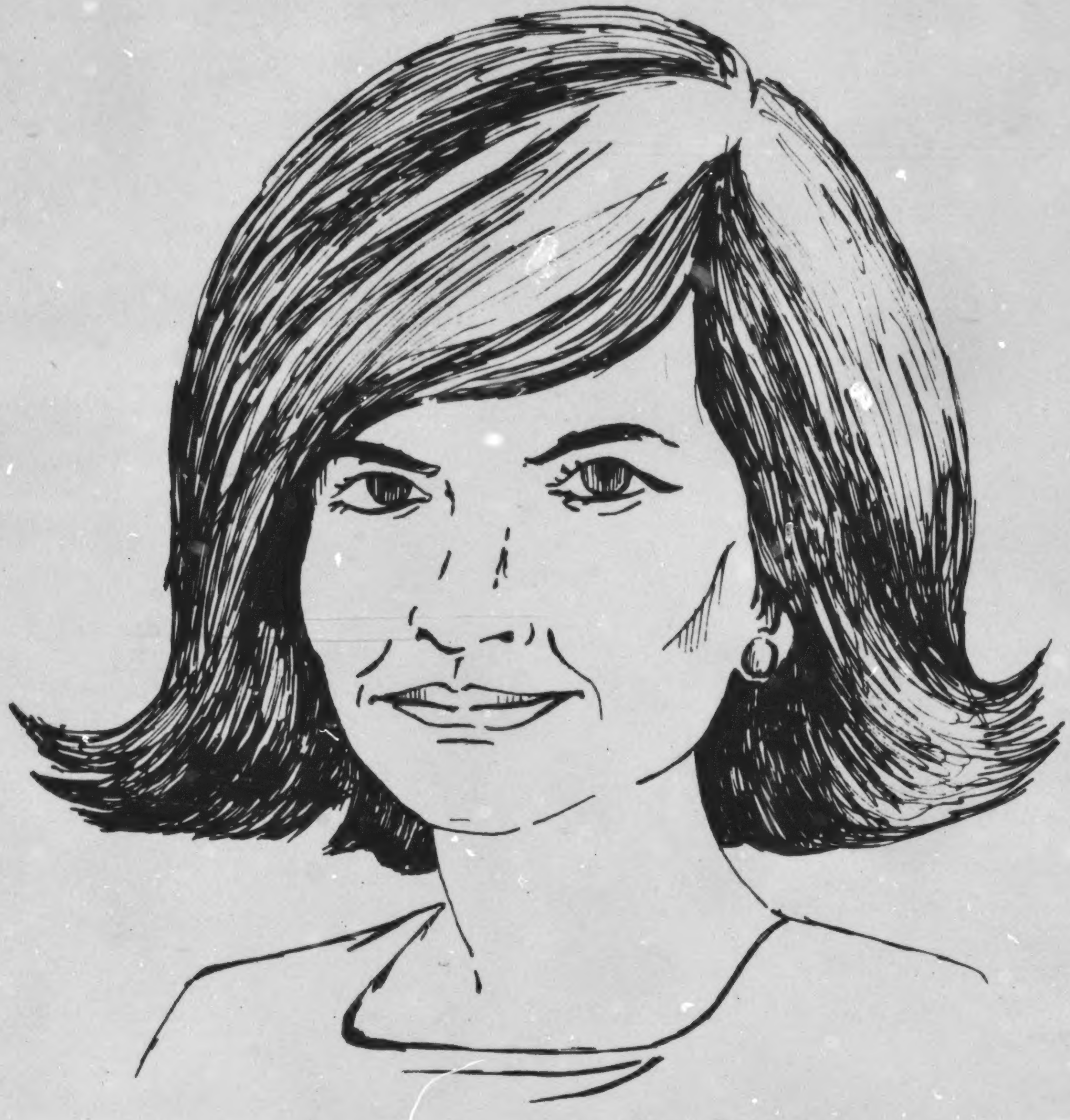
SPIRO
AGNEW



ADOLF HITLER

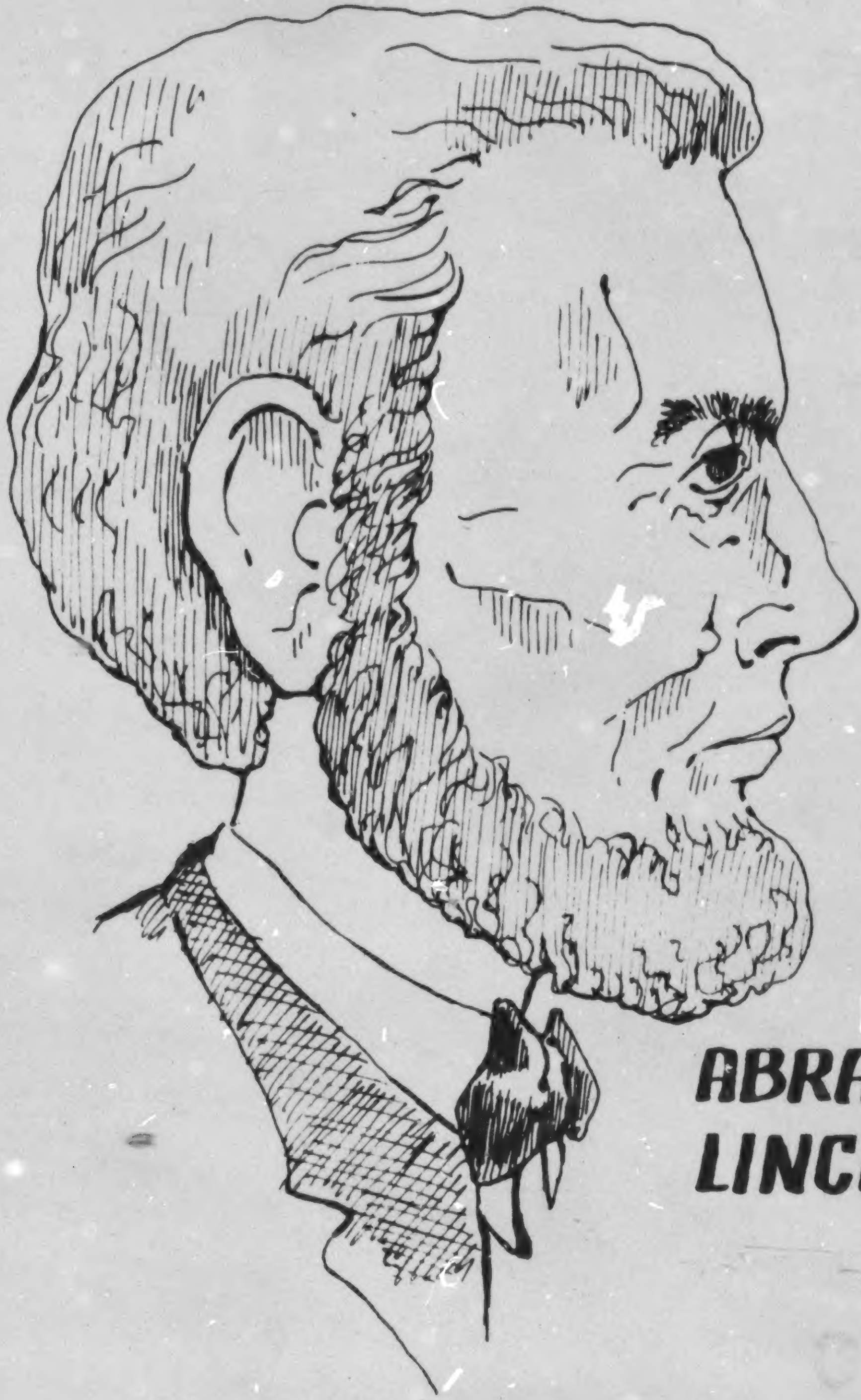


JOHN F. KENNEDY



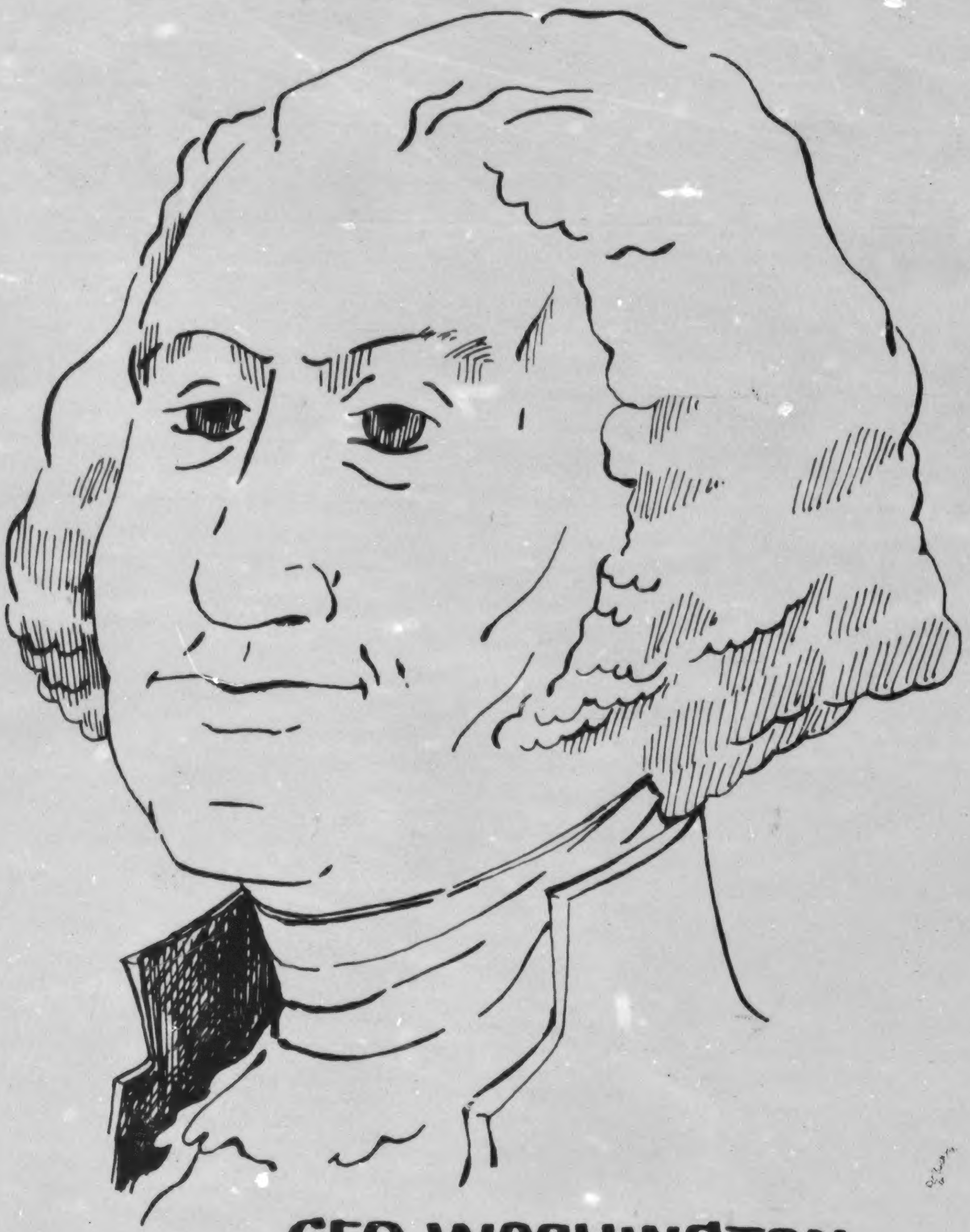
JACKIE

Lesson 5



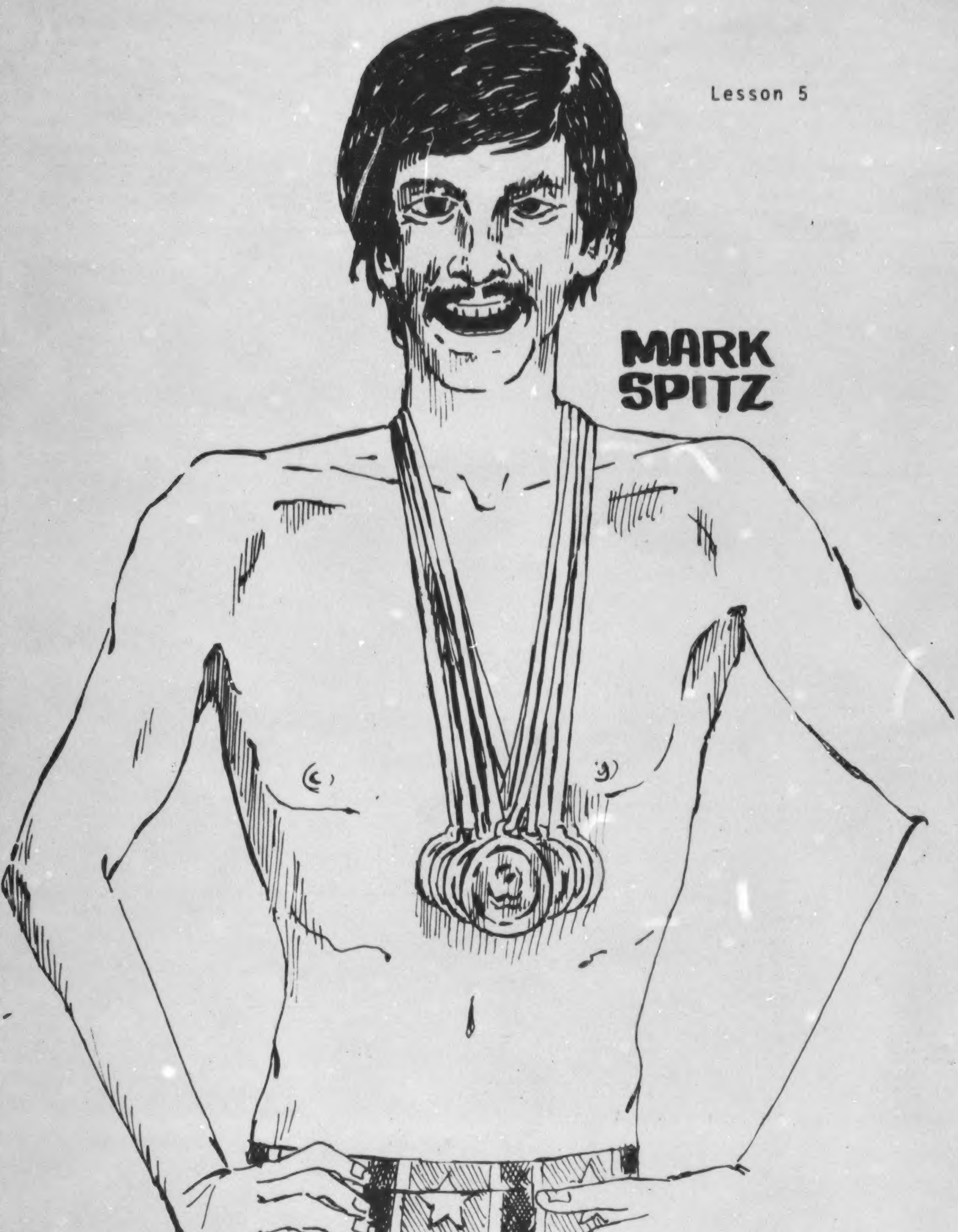
ABRAHAM LINCOLN

Lesson 5



GEO. WASHINGTON

Lesson 5



LESSON 6 - ONLY A COUPLE OF MINUTES

Purpose:

To help pupils learn that happiness in a family depends upon each member's willingness to love and contribute to family responsibilities.

Theme:

Affection

Concept:

Family Responsibility

Terminal Objective:

Pupil will present a plan for contributing to his family's happiness by keeping family rules.

Enabling Objective:

1. After listening to the story, "Only a Couple of Minutes," pupils will compile a list of rules of conduct for children in a family, citing reasons for their necessity, and stating ways in which they may be maintained.
2. Pupils will identify home responsibilities which a child of his age might have.
3. Through analyzing study prints depicting family responsibilities, pupils will identify what they believe the expected family responsibilities would be.

Optional: Pupils will record ways family members can show consideration for the rights and need of each other.

Learning Experiences:

1. Pupils will listen to the story, "Only a Couple of Minutes."
2. Use the following questions for discussion:
   A. What happened in the story?
   B. How do you think Mrs. Adams felt when Ben wasn't home by 3:45? Did she have the right to expect him

home by then?

C. What was Mrs. Adams feeling when she got in the car to go look for Ben? (Worry, anger, love, etc.) Did Ben have the right to cause his mother to feel this way?

D. Had Ben's father explained the rules of the Adams family concerning bicycle and automobile care? What were they?

E. What were reasons why the family tried to protect its vehicles?

F. What would the loss of Ben's bike mean to the family?

G. Why do you suppose Ben hadn't locked his bike?

H. How do you think Ben felt as he sat in the principal's office after school? Why do you think he felt that way?

I. Has anything like this ever happened to you? What happened? How did you feel? Why do you think you felt that way?

J. If a similar situation presented itself to you again, how do you think you would deal with it? Why?

3. Divide the class into two competing teams. With the teacher acting as moderator and recorder at the chalkboard, lead the two teams in seeing which can compile the best list of rules for conduct in the home and reasons why they are needed.

4. Call on several students to tell which of their family rules or guidelines they feel is most important and why.

5. Display the study prints.

   "What home responsibilities should be expected of a boy or girl your age?" Do you have any of these pictured responsibilities? Others not shown? (This should produce a lively discussion.)

Materials:

1. Transparencies of family duties
2. Pencils
3. Paper
4. Art Paper
5. Colored Chalk or Tempera

Evaluation:

Most parents love and protect their children. We can avoid being hurt many times by obeying our parents' rules.

Write of a time you could haved saved yourself much worry or actual injury by following family rules. You may illustrate your paragraph if you wish.

OR

Make an original plan showing how you can personally contribute to the happiness of your family by keeping family rules. This may be added to the diary or shared with the class.

ONLY A COUPLE OF MINUTES

Mrs. Adams took the last batch of cookies out of the oven. Chocolate chip, Ben's favorite. Thinking of Ben, she looked again at the clock. Why wasn't he home. It was four o'clock and school was out at three thirty. That hungry boy was always home and raiding the refrigerator by three-forty-five at the latest.

The Adams' house was only seven blocks from the school. Ben had timed his trip at ten minutes exactly. He told his friends the bicycle he got for Christmas was the fastest on the block. He bragged that he could sleep every morning until 7:30, eat a big breakfast, leave the house at ten before eight and be sitting in his desk in class before the eight o'clock tardy bell.

When Father heard this boast, he took Ben to the drive-way where the two Adams' automobiles were parked.

"Ben, the three of us have something in common. We all have jobs. Mother and I work in town and you work at school. Each of us needs a set of wheels to get us to and from work and to our errands. Our family has spent a lot of money to have nice cars and your bike. We have to take care of them to use them for a long time."

"The rule your mother and I have kept for our cars and which we expect for your ten-speed is this: keep locked when parked a long time, and keep locked in the garage at night. It only takes a couple of minutes to chain and lock your bicycle when you leave it before school and to roll it into the garage at night."

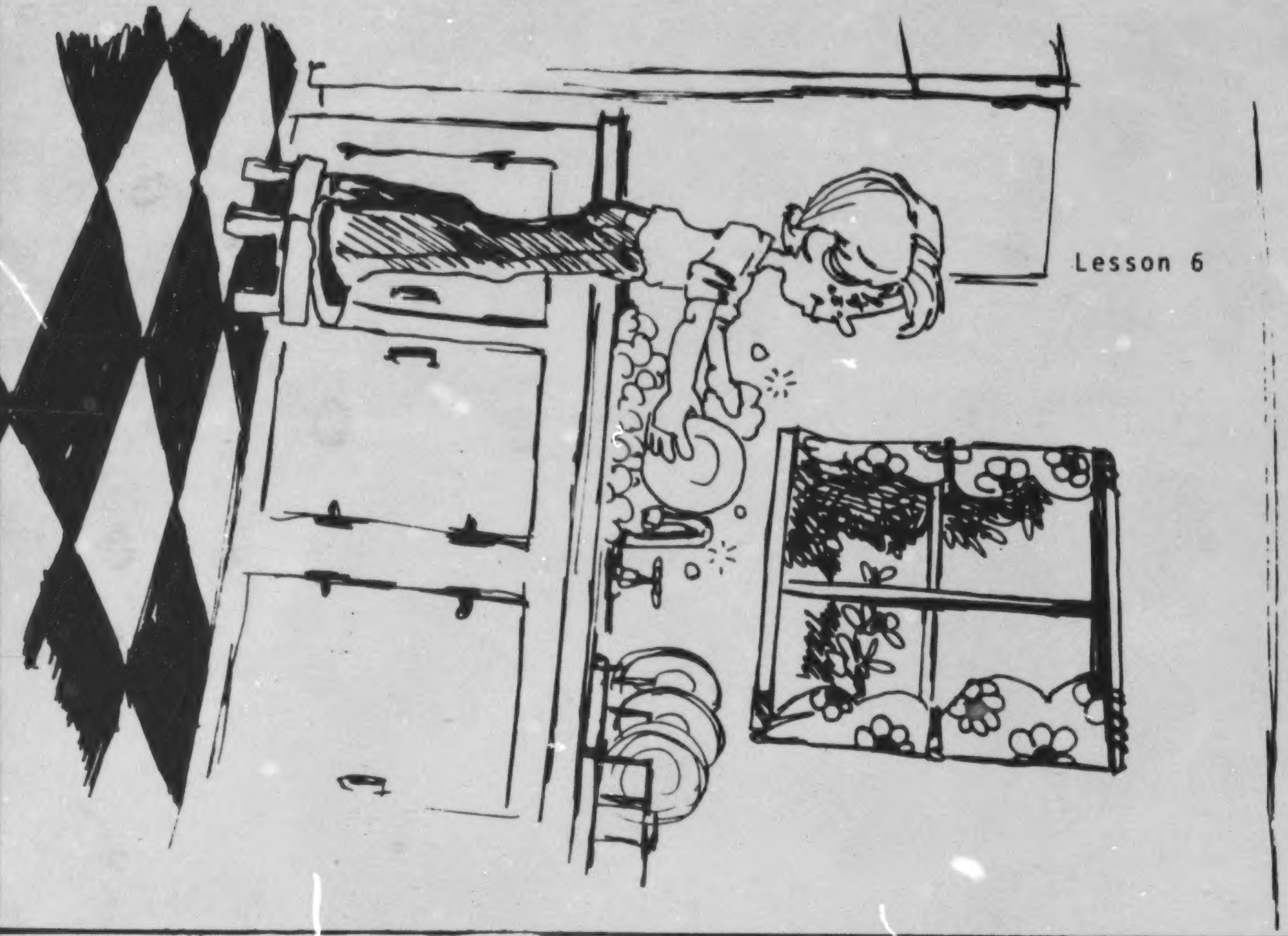
Mrs. Adams glanced at the clock again. She got her keys, backed out her car, and headed toward the school. She drove slowly, watching both sides of the street to catch a glimpse of Ben.

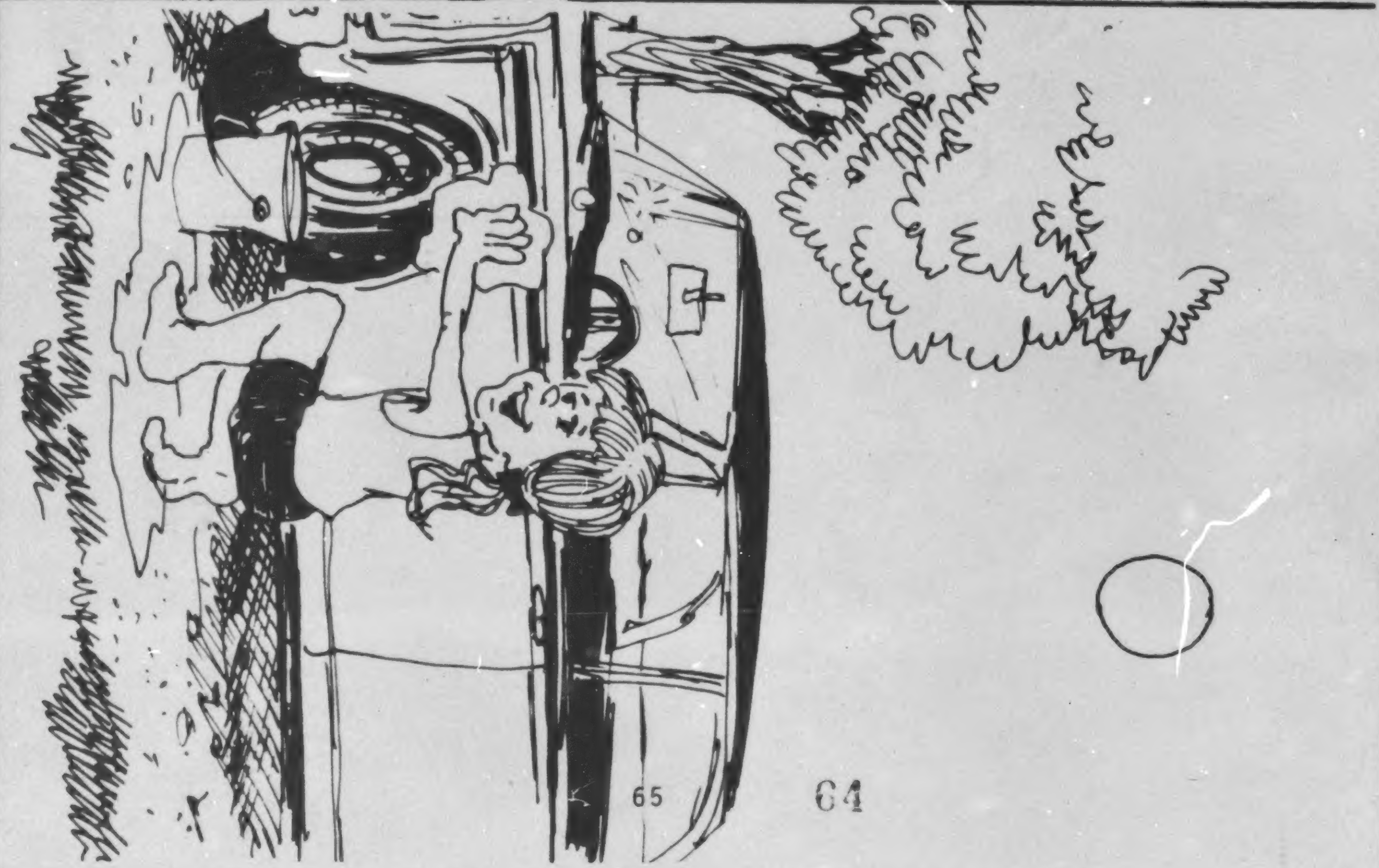
Pulling into the circular drive of the main building, Mrs. Adams saw that the playground was deserted. The parking lot had only one car. Mrs. Adams recognized the blue station wagon as belonging to Mrs. Stapleton.

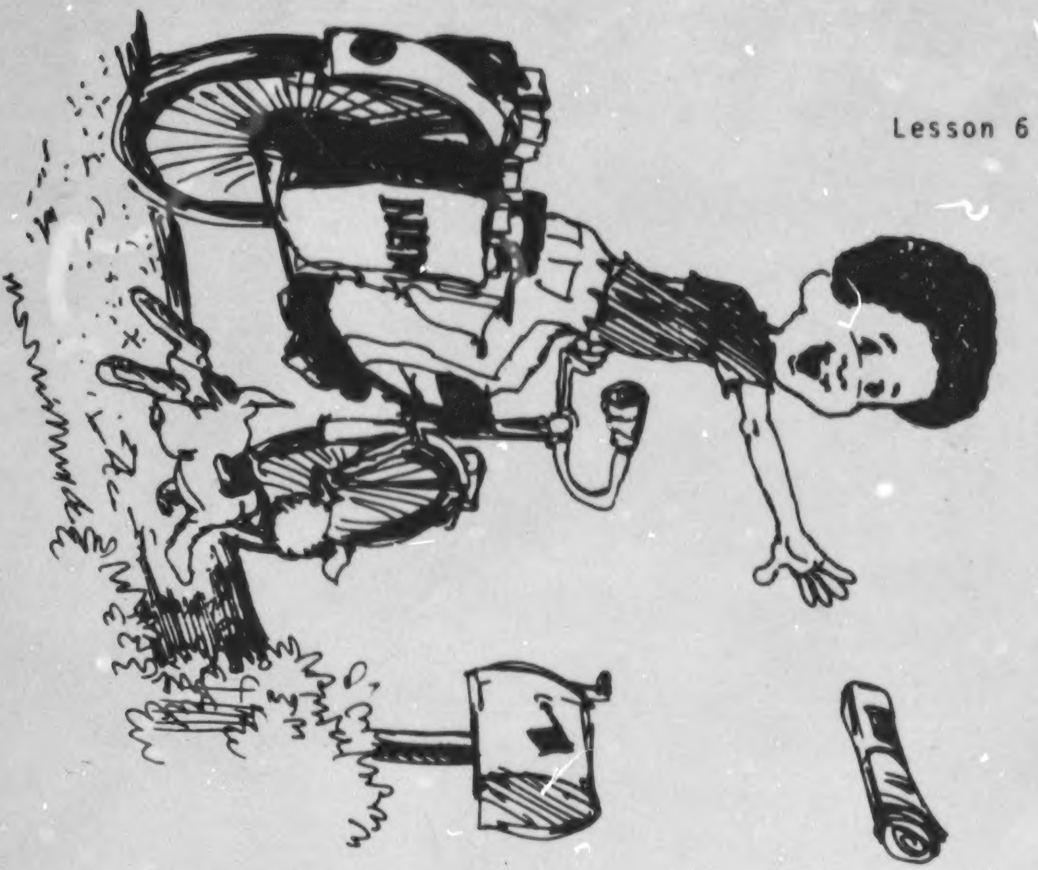
Down the front hall and into the office hurried a concerned Mrs. Adams. She saw her son sitting by Mrs. Stapleton's large desk as the woman spoke into the telephone.

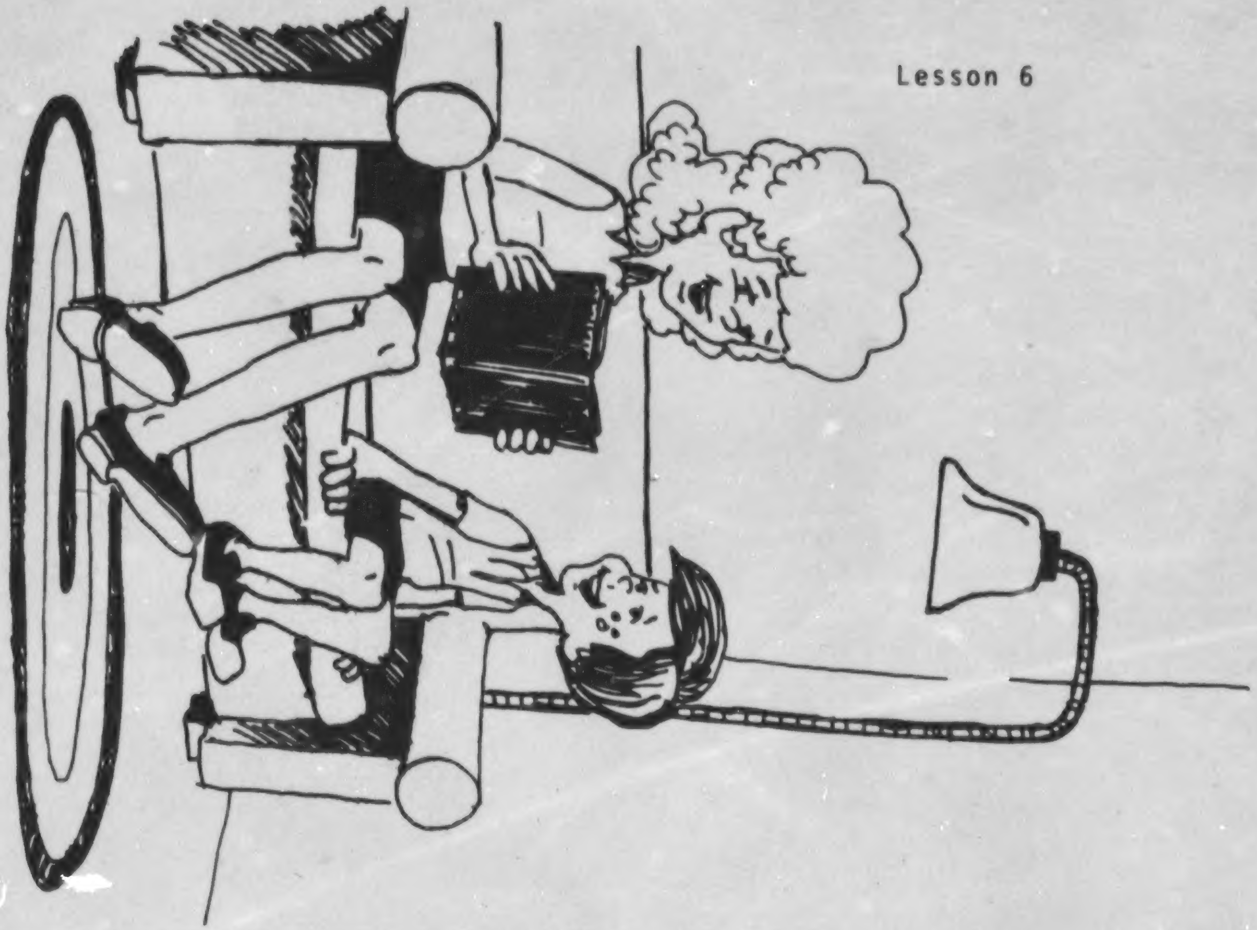
"Officer Hall, this is the principal of Hilden Elementary School at the corner of Ninth Street and Peach. It seems that a bicycle was stolen during school today. It was a boy's ten-speed - a Schwinn. Metallic orange with twenty-four inch wheels. Yes, it was in the school yard. Yes sir, it was in the bicycle stalls on the south side of the building. No, Officer, I'm afraid it was not locked. Is there anything that can be done to recover the bicycle? Oh? Oh. I see. Well, thank you, Officer Hall."

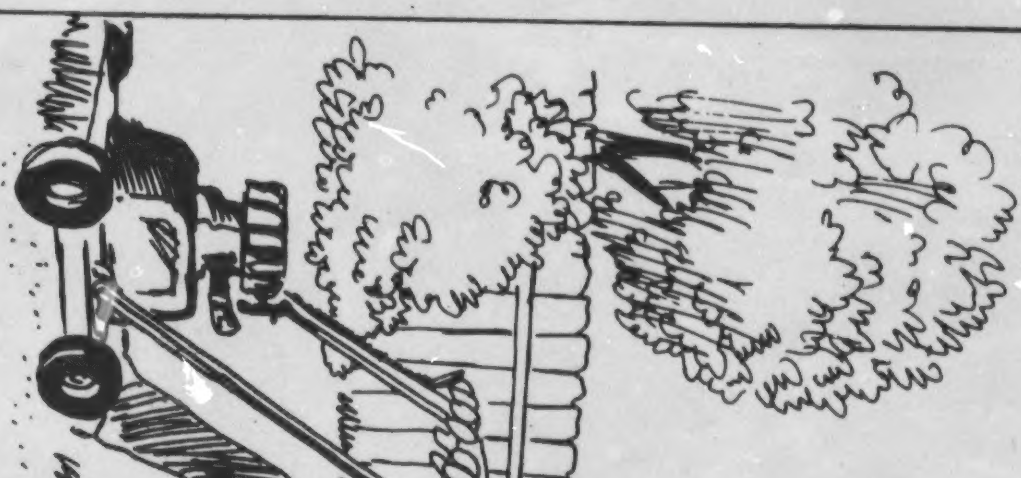
Lesson 6











LESSON 7 - PLAY BALL

Purpose:

To help pupils learn the meaning of responsibility and what accepting responsibility entails.

Concept:

Responsibility

Prerequisites:

Experience with buzz groups will assist pupils with this lesson.

Terminal Objective:

Given relevant information for a hypothetical situation, the pupil will be able to determine the responsible course of action.

Enabling Objectives:

1. Pupils will identify the story characters whose actions were responsible (honorable) and irresponsible (dishonorable) and contrast their emotions and actions.

2. Pupils will predict the emotions of Jerry, Scott, and Coach as a result of the boys' actions.

3. Pupils will determine their own definition of responsibility and irresponsibility.

4. Pupils will, in small groups, compose a set of responsibilities which the boys in the story accepted when they joined a ball team.

5. Pupils will compare such responsibilities (Objective Two) with those of joining a choir, band, Scout troup, etc.

Learning Experiences:

1. Listen to the story "Play Ball."

2. Ask the following questions about the story:

   A. What happened in the story? Summarize, using transparencies.

   B. Scott's mother asked him to do some tasks just before game time. If Scott had been late or absent because of these tasks, would he have been irresponsible?

   C. Was Jerry honest with himself and Coach when he decided not to go to the game?

   D. How could he have been more honest and open? What could he have done?

   E. How will Jerry feel as a result of not fulfilling his responsibility? Why will he feel that way?

   F. How will Coach feel when he discovers Jerry's actions? Why will he feel that way?

   G. Can you contrast the reactions of Jerry and Scott, although both had had the same experience of playing ball only a few minutes of the season?

3. Form several small buzz groups. Ask: What does responsibility mean? What does it mean to be a responsible person?

4. Ask: What responsibilities did Scott and Jerry assume when they joined the Colts? Compose a set of responsibilities. Your group secretary will record your ideas.

5. Ask: How can you compare the responsibilities you listed with those of a Scout troop, choir, band, athletic team, or other organization.

6. How did the team depend upon the Coach? How did the Coach depend upon the players? Why did the players have to depend upon each other?

Materials:

1. Paper and pencils

2. Tape player and tape of story. (Optional)

3. Transparencies:

   (1) Scott riding bicycle
   (2) Jerry eating candy in front of a small grocery store, wearing jeans and T-shirt
   (3) Scott warming up at baseball field
   (4) Left: Scott playing first base at ball game
       Right: Jerry at swimming pool (overlay)

Evaluation

Write the following incomplete sentence on the board and ask students to complete it in their own way.

When people depend upon me, I feel ______________________________

____

____

PLAY BALL

Scott Johnson almost missed seeing Jerry's bike at the store, he was going so fast. He turned around to be sure. "Yes, those beat up wheels are Jerry's," thought Scott.

"Why would he be here now? And I thought I was late today, with Mom making me put out the trash at the last minute!"

He wheeled his blue bicycle around and shot up to the store. Jerry was just coming out with some candy.

"Hey, what's with you?" asked Scott in bewilderment. He looked at Jerry's jeans and T-shirt. "Why aren't you in uniform? Coach will kill you for not wearing your uniform," shouted Scott.

"I'm not going to play today. I'm tired of sitting on the bench while all the other guys play," answered Jerry. He popped some candy into his mouth and leaned against the handle bars of his bike. "I've only played three whole innings all season," Jerry continued.

"Not going? Are you crazy?" Scott raised his voice, yet he knew it was true. Jerry and Scott had spent more time on the bench than on the field. They had come to every practice, had worked out at home in their spare time, but both boys were small and inexperienced.

Today the team played the Dodgers, the best team on the Colt's schedule.

Jerry sat on his bike, one foot against the curb. "Aw, get smart, Johnson. You'll never get to play. Paul Trank is the ace. Go with me to the pool and let's swim awhile."

Scott was puzzled. He thought about Paul Trank, the wonder boy of the team. Then he thought of Coach. His forehead wrinkled as he replied, "No, guess I'll go on and keep the bat boy company again today, Jer. See you."

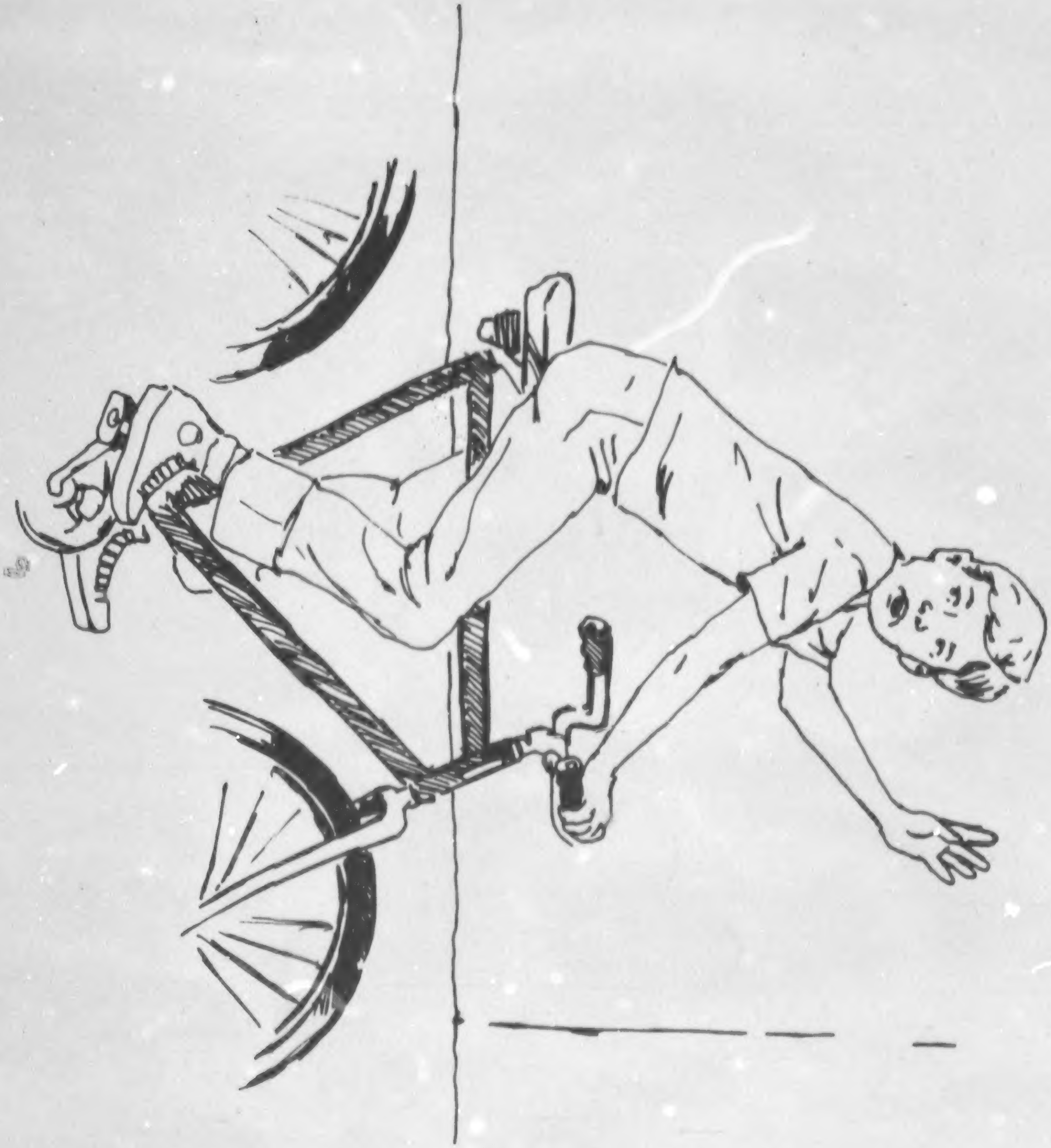
He realized that he'd lost a lot of time and began pedaling as fast as he could.

When he reached Smith Field, the team was already warming up. Scott could hear Coach's chatter to the team. "Come on baby, put her over." "Come on, come on, pick up that grounder."

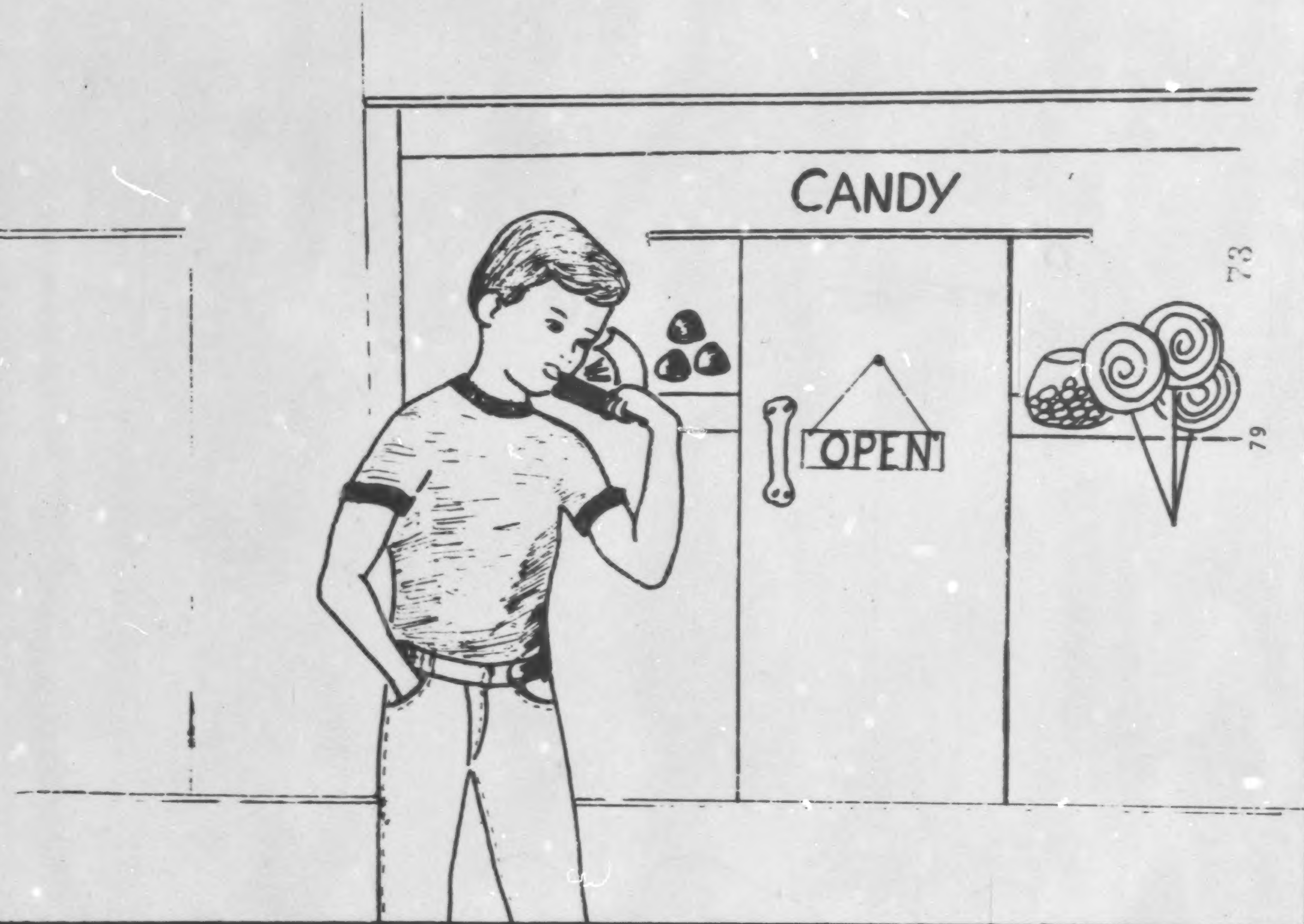
And then Scott heard something he didn't think he would ever hear. "Come on, Johnson, get a move on. Cover first and make it quick. Time to play ball!"

Scott didn't have time to wonder. He didn't have time to ask why. He barely had time to slip his left hand in the glove and sock his right fist into it for fit before the first pitch started across the plate.

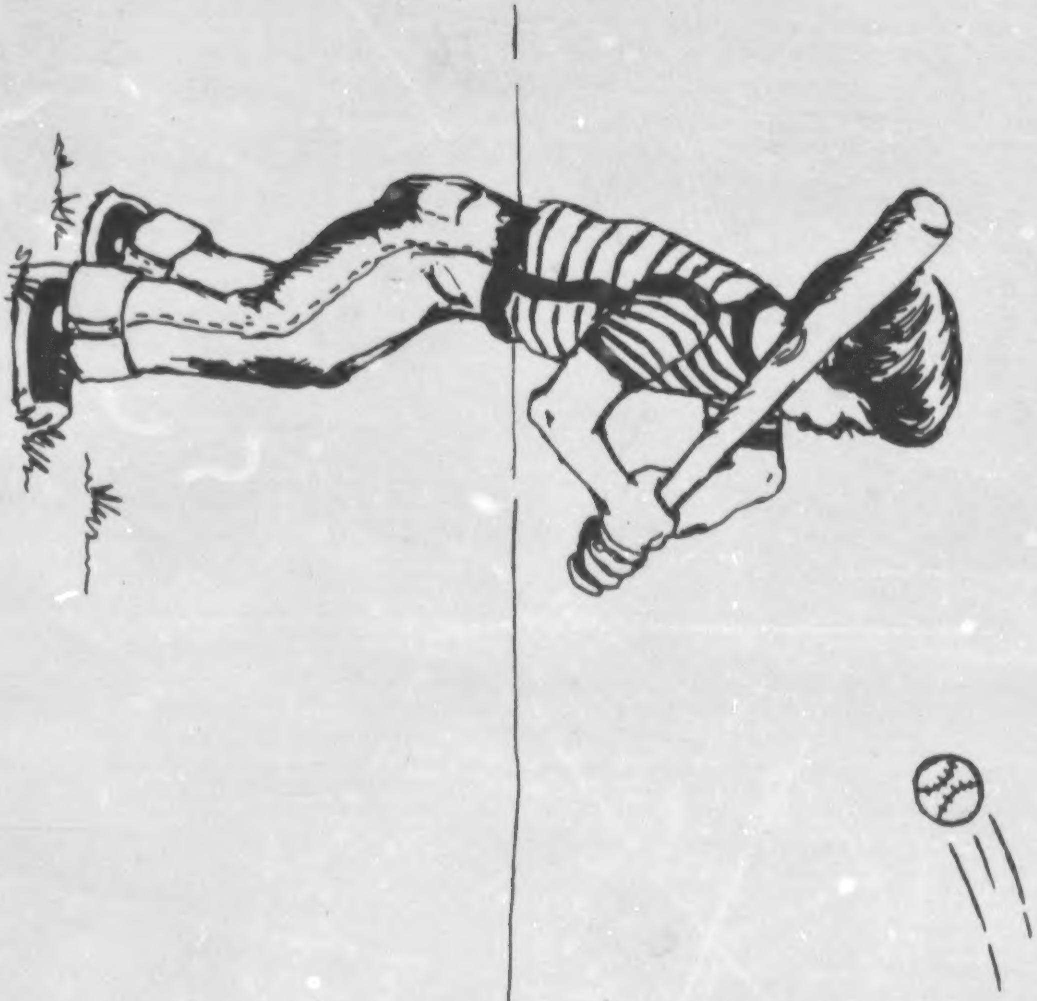
Lesson 7

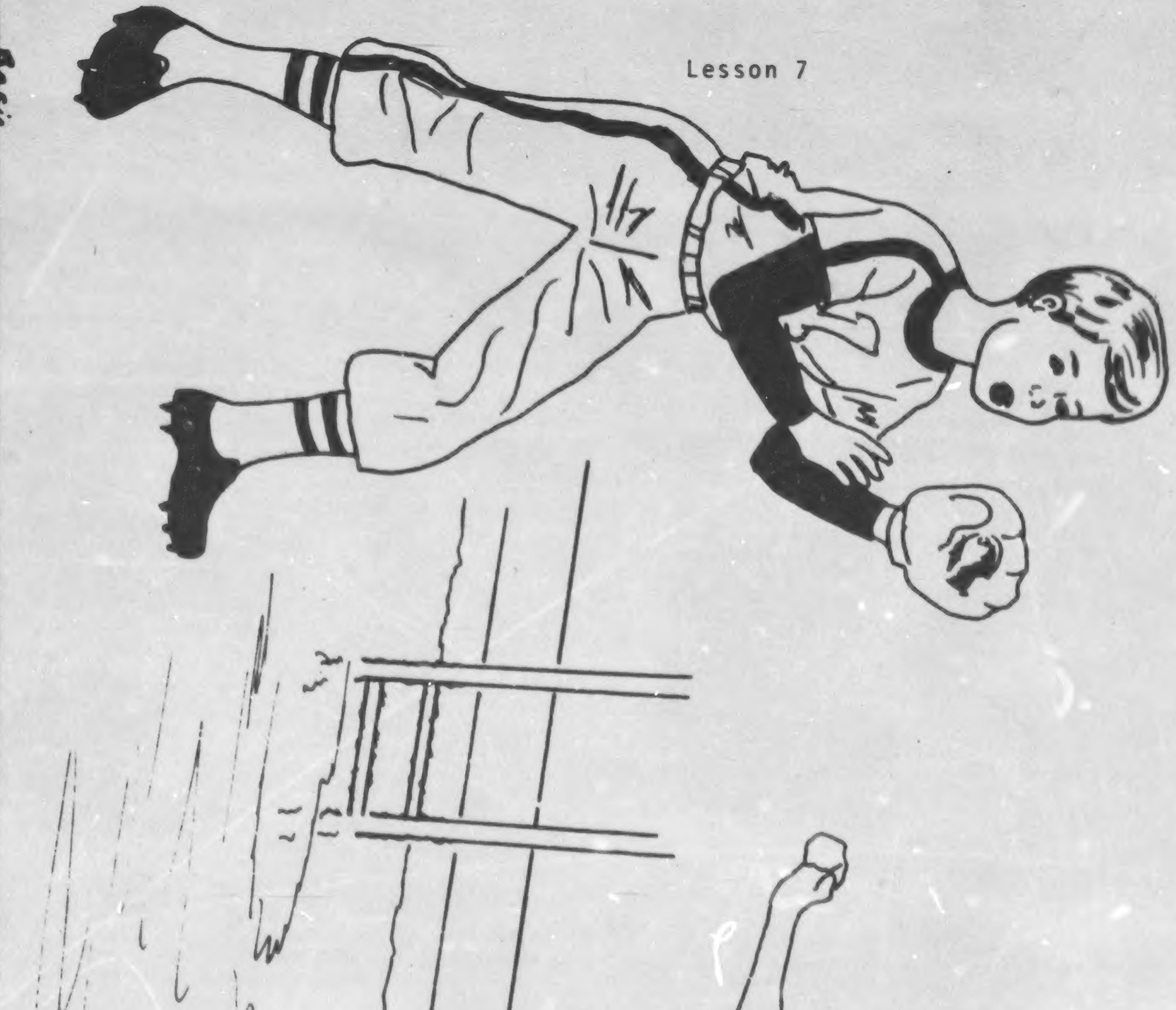


Lesson 7



Lesson 7





LESSON 8- FRIENDSHIP

Purpose:

To help pupils learn that in our society each person needs the friendship of others.

Theme:

Affection

Concept:

Friendship

Terminal Objective:

Pupil will analyze the qualities which he considers important in a friend as he describes his best friend. He then will analyze his own ability to be a friend on whom others can depend.

Enabling Objectives:

1. After viewing the filmstrip, "My Best Friend", pupils will demonstrate through role-playing activities ways to make new friends.
2. A panel of pupils will discuss important qualities in a friend.
3. Pupils will join together in determining ways to get along with friends and settle arguments.
4. Pupils will explain helpfulness in friendships.

Optional

Pupils will play the Match Friends Game by matching names of famous friends from books, television, and movies.

Learning Experiences:

1. View the filmstrip "My Best Friend".

2. After viewing the filmstrip, "My Best Friend," have students in groups role-play their own version of the appropriate ending to the story.

3. Panel:

   Select several pupils who had been members of the audience during the role-playing activity to serve as panelists. Ask the others to be seated in the audience.

   Ask the panelists:

   A. What is the most important quality in a friend? Support your opinion.

   B. What are other valuable traits in a friend?

   (Explore these thoughts before terminating the discussion)

   A Friend:

   1) Looks for the good in others and tries to see their potential abilities
   2) Gives encouragement and uplifts others.
   3) Shows appreciation for the things others do.
   4) Listens while others tell of their interests.
   5) See his own faults and not the faults of others.
   6) Does not try to reform others or scold them.
   7) Tries to make others happy.
   8) Is humble and not false
   9) Can understand and forgive
   10) Does his share of work and cooperates

4. Have the class sit in a large circle.

   Teacher: "It takes much give and take to get along with other boys and girls. In many ways getting along with firends is even harder than getting along with members of your family, because your parents aren't there to settle arguments or misunderstandings."

What can you do to settle arguments with friends fairly?

Think of ways to help boys and girls get along together.

5. It has been said that a true friend will help another in time of need.

Let's list some examples of this statement.

6. Optional - Play Hidden Word Game

Guiding Questions:

1. Who is your closest friend?
2. Is your best friend a boy or a girl?
3. What do you like best about your closest friend?
4. What do you dislike about your closest friend?
5. Would you tell you closest friend what you don't like about him?
6. Is there someone you dislike a lot? Why?
7. What should a close friend be depended on to do?
8. What are some things you wish you could tell your friends?
9. Do you have friends who are grownups?
10. Sometimes elderly people need children for friends because they miss their own. Their families have grown up and moved away. What are some ways you could show friendship to older neighbors?
11. What is there about you that makes your friends like you?
12. Do you have many friends?
13. Do you have any friends of another race?
14. Do you have a close friend of another race?

15. Do you have any friends in another school? Explain.

16. Do you have any friends in a different town or state? Explain.

17. Do you have friends who are older than yourself? Younger? How often are you with them? How do you get along?

18. Have you ever been hurt by a friend?

Evaluation:

Distribute evaluation sheets of extended hands of friendship. (Master included in lesson)

Materials:

Filmstrip/Cassette, "My Best Friend" from Holt, Rinehart, Winston, Values in Action Series.

Matching Game (Optional)

Describe your best friend, how you met, why you like him/her, what qualities he has shown as a friend.

What qualities make you the kind of friend others want? Write an original story called "My Best Friend Can Count On Me To......"

MATCH THESE FAMOUS FRIENDS FROM BOOKS, TELEVISION, MOVIES:

1. CHARLIE BROWN
2. MARRY POPPINS
3. ROBINHOOD
4. SNOW WHITE
5. ROBINSON CRUSOE
6. POPEYE
7. TOM SAWYER
8. CHRISTOPHER ROBIN
9. PETER PAN
10. HEIDI
11. LASSIE
12. MATT DILLON
13. CHARLOTTE
14. LONE RANGER
15. BEN
16. TOM
17. BEN FRANKLIN
18. JOHNNY QUEST
19. TENNESSEE TUXEDO
20. CAPTAIN KIRK
21. YOGI BEAR
22. LAUREL
23. BEAVER
24. BOBBY
25. ROCKY
26. KEN

A. LITTLE JOHN
B. WINNIE THE POOH
C. WENDY
D. FESTUS
E. TONTO
F. BOOBOO
G. MICHAEL AND JANE BANKS
H. AMOS
I. LINUS
J. HUCK FINN
K. JERRY
L. SEVEN DWARFS
M. PETER
N. OLIVE OIL
O. FLICKA
P. FRIDAY
Q. SALLY
R. MR. SPOCK
S. BULLWINKLE
T. TIM
U. WILBUR
V. LARRY MONTELLO
W. MARK
X. HARDY
Y. CHUMLEY
Z. HODGIE

ANSWERS

1 - I
2 - G
3 - A
4 - L
5 - P
6 - N
7 - J
8 - B
9 - C
10 - M
11 - T
12 - D
13 - U
14 - E
15 - W
16 - K
17 - H
18 - Z
19 - Y
20 - R
21 - F
22 - X
23 - V
24 - Q
25 - S
26 - O

LESSON 9 - FRANK MAKES A NEW START

Purpose:

To help pupils learn that responsibility for one's behavior influences the care of our belongings, and for the physical safety of ourselves and others.

Concept:

Responsibility/Well Being

Prerequisite:

None

Terminal Objective:

Pupil will list ways in which he can take greater responsibility for his belongings.

Enabling Objectives:

1. Pupil will listen to the story, "Frank Makes a New Start."
2. Pupils will analyze the main character to identify:
   A. What habits had he formed in caring for property?
   B. What attitude had he developed toward others because of that habit?
   C. How Frank's attitude and habit affected other members of his family?
3. Pupils will consider methods they use in daily activities and determine which are done habitually.
4. Pupils will analyze motives for routines: compulsion, habit or free choice.

Learning Experiences:

1. Listen to the story, "Frank Makes a New Start."

2. Ask the following questions:

   A. What happened in the story?

   B. In our story today Frank had developed a habit. When he finished using something that he needed for work or play, what did he do with it?

   C. Did Frank realize that he had this habit?

   D. What was Frank's attitude about carrying for property?

   E. Was anyone else in Frank's family aware that he had formed this habit of not caring for property?

   F. In what ways was Frank's habit "costly?"

3. Let's see if we have formed habits in our activities during the week. Our game is called "Habit Search."* (The original procedure has been simplified herein for use with fourth grade pupils.)

   Method:

   Teacher writes across the board: "Parent Make Me," "It Has Become a Habit," and "I Do It Because I Want To."

   Say: I will begin the game by naming a few activities which most of us do each day. You help me think of others. Let's discuss why these habits have developed in our lives.

   Teacher should give a few examples to help pupils get started and so all habits listed will not be superficial.

   Suggested activities: Do you have a certain routine for:

   1. Making your bed?
   2. Emptying the wastebasket in your bedroom?
   3. Putting away clothes after school before playing?
   4. Putting up towels and washcloths after bathing?
   5. Putting away toothbrush and toothpaste after brushing teeth?
   6. Putting away dishes after meals?
   7. Throwing away candy, gum, popsicle, etc. wrappers after treats?

*Values Clarification, page 214
Simon, Sidney B. et al., Values Clarification (New York: Hart Publishing Company, Inc. 1972). Page 214 Pattern Search. Used with permission of the authors.

8. Putting away books and supplies?
9. Doing your homework?
10. Practicing music or other lessons?
11. Going to clubs on time?
12. Going to church or school on time?
13. Getting dressed?
14. Time to go to bed and time to get up?
15. Washing your hair?
16. Helping around the house or yard?
17. Putting away bike, motorbike, or other vehicle?
18. Putting away play supplies and equipment?

What did you notice about the reason you gave for each activity? What is important about that discovery?

Evaluation:

Is there a habit you would like to start concerning your personal life? What might that habit be? Would you write it on a card? Would you put your name and today's date at the top of the card?

The card is yours. It will not be read by anyone other than yourself. In a few days each of you will read your card to help you determine whether you are carrying out your intention of forming a new habit.

Teacher: Be sure to follow up on this activity.

Materials:

1. Index cards
2. Pencils
3. Tape player and tape of story. (Optional)

FRANK MAKES A NEW START

"Sharon, wash and dry the dishes. Frank, you sweep the driveway. Don't forget to straighten the garage so I can drive the car in later. Your mother and I want to hang some pictures in the hall."

Frank looked to see if Dad was out of sight before pulling Sharon's ponytail and darting away.

"Ouch!" she cried. "Leave me alone, you creep." But she laughed when she said it and Frank knew she was already thinking of a way to get back at him. He knew he always came out ahead. "That's just the way it's got to be, Little Sis," he thought with a grin. "I always beat you."

He swept the cement drive. Then he looked for his bike. Where had he left it this time? Mom and Dad were always after him for not putting things in their places. He just didn't have time. Someone as busy as he was had too much going. Besides that's what little sisters were for.

Finding his bike on the sidewalk, he saw that its back tire was pretty low. The pump was in the tool closet. Quickly he aired the tire. Then from across the street cam Brad's voice, "Frank, how about a ride?" Frank dropped the pump, backed out his bike, and off he went.

When he came home he put his bike on the front porch. It had gotten dark and his programs would be coming on television.

He saw his folks through the window of the lighted house. What was Dad doing? He seemed to be carrying Sharon in his arms. Mother was opening the door.

"Hey, what's going on?" asked Frank excitedly.

Father answered, "Son, it seems that a tire pump was left on the garage floor and Sharon tripped over it in the dark. We're afraid her leg is broken.

Frank was miserable while the others were inside the hospital x-ray room.

"Why didn't I put that dumb tire pump away? Why don't I ever put things away? I will start putting things where they belong."

Just then his parents came into the hall. They walked to the central office. Father wrote a check and signed some papers. How tired they both looked. They went into the x-ray room briefly and returned with Father carrying Sharon.

"No broken bones, but a lot of discomfort. In a few days she'll be a good as new. Then she'll be chasing you again Frank."

Frank didn't feel like teasing, ever again. For the first time he felt like holding Sis' hand. Instead, he doubled up his fist and hit her gently on the arm.

LESSON 10 - COMMUNICATING

Note: This lesson is lengthy. Perhaps you will want to read the story and complete learning experiences 1-3 the first day. The second day complete learning experiences 4-5 and the evaluation.

Purpose:

To help pupils learn to recognize the basic worth of every individual.

Concept:

Respect

Prerequisite:

None

Terminal Objective:

Pupil will illustrate ways harmony can be promoted using respect as the motivating force.

Materials:

1. Pencils and paper
2. Old magazines for evaluation
3. Posterboard for evaluation
4. Markers for posters, if desired.

Enabling Objective:

1. Pupils will verbally explain how the attitude of the children made Mae, the main character feel.

2. Pupils will analyze Mae's attitude change toward the children when she felt they did not respect her.

3. Pupils will identify the excuse the class had for not accepting Mae.

4. Pupils will list excuses people give for not respecting others.

5. Pupils will arrange illustrations of ways people can exercise greater respect for each other.

Learning Experiences:

1. Listen to the story, "Communicating."

2. Ask: What happened in the story?

   List the sequence of events on the chalkboard as pupils verbally reconstruct the story.

   Example: Mae joins the class
   Class laughs at Mae's broken English
   Mae covers up emotions by acting as though she does not need their friendships
   Etc.

3. Discuss:

   A. How did the attitude of the children make Mae feel?

   B. What excuse did the class have for not respecting and accepting Mae?

   C. What other excuses do people give for not respecting others?

   D. Has a new student entered your neighborhood or school who was thought to be "different" from your group? What were the reasons (skin color, hair, accent, clothing, habits) they were considered different?

   E. Have you known someone always chosen last for competition (math relays, sports teams, spelling bees, committee work, etc.)? How do you think he/she felt? Has something like this ever happened to you? How did you feel?

   F. Can you tell about recent or past news which occurred because of discrimination or conflict?

   Religious

   - Pilgrims
   - Irish Religious Fighting
   - Consciencious Objectors

   Political

   - Campaigns
   - Watergate
   - Assassinations
   - Wars
   - Impeachment Proceedings

   Racial

   - Slavery
   - Martin Luther King
   - Busing
   - Boycotting Schools

   G. Can you make one statement which represents a conclusion we can draw about respecting others?

Evaluation:

Pupils will, individually or in groups, make a collage of magazine pictures illustrating ways in which people can show greater respect for others.

OR

Pupils will write an original story which illustrates showing respect for another person. These may later be read to the class or added to pupil's diary.

Optional Activity

If desired, pupils may use the vocabulary words from the story, "Communicating" to play the Hidden Word Puzzle.

Materials:

Hidden Word Puzzle (Master included in lesson)

COMMUNICATING

As the tardy bell rang, the children hurried to their desks, amid last minute whispers and shuffling of supplies. Mr. Jackson's eyes scanned the face of each boy and girl.

"Mark is on top of the world today because his Little League team won last night," he thought to himself. There Mark was - doing sign language and mouthing the score to James, seated across the room.

He looked at Terry Davis, the unappointed spokesman of the class, near the window, second from the front. She was tossing her long blonde hair and arranging her blouse with that air of confidence that made everyone pay attention to her.

And on around the room his eyes and thoughts happily wandered. Until his gaze came to Mae Ling. Mr. Jackson felt troubled.

Mae's family had recently arrived from Hong Kong. Her father, a micro biologist with the government, had been brought on an important assignment to the States. John Ling was anxious for his daughter to get settled in an American school and improve her English.

Things had not gone well for Mae. A shy child, she had sensed the impatience of the class when she tried to express herself.

After school that first day, Mae had dropped her books on the kitchen cabinet and cried, "I'll never get along here. Nobody likes me. They don't want me in their school. I wish we hadn't come!"

Mrs. Ling's face became sad. She tried to busy herself preparing tea, while her husband quieted their daughter. "Mae, you'll learn to like each other better as you learn the language. You just aren't communicating."

Terry Davis' annoyance was obvious. Because Terry's grades were high and her assignments always finished quickly, she was asked to be Mae's study partner. Each time Mae repeated a spelling word, Terry would grin and look over at the other girls. Soon little glances were exchanged around the room. A few giggles were muffled.

Mr. Jackson knew that Mae was pretending not to notice the others. She seemed not to care whether they liked her or not. She hurried to the door first at lunch or recess time, not looking at the other girls. At recess she played alone, darting here and there, as if she didn't need a companion to share her games.

But after school Mae slowly walked to the apartment where Mrs. Ling was waiting for her.

"How was school today, Mae?"

Mae's shoulders drooped as the tears brimmed.

"The children laughed at me again. They think everything I say is funny. What can I do, Mother? I will never have friends."

Mrs. Ling stroked her daughter's thick black hair as she replied, "The more you can laugh with the children at yourself, the more they will want you for their friend. Now, come. Tonight is an important occasion for your father; so, please, don't make him unhappy."

Mr. Jackson left home early the next morning and was watching the eight o'clock news when the children arrived. Soon the announcer said, "And now, a quick recap from the governor's award dinner last evening at our state capital. From the Governor's Mansion, here is Master of Ceremonies Ted Beal.

An elegant dining hall was shown first. Crystal and gold and heavy drapes were seen before the camera focused on the speaker at the center of a long table. People dressed in evening clothes were watching him say, "The Governor of the Greatest State of the United States....Mr. Governor." Applause thundered as a handsome, gray-haired man rose, with a medal and a certificate in his hands. "It gives me great pleasure to present this year's Scientific Excellence Award to Mr. John Ling, who because of his devotion to science, has made the world a safer place for all of us. My congratulations to Mrs. Ling and their daughter Mae. He shook their hands and smiled. Once again, the audience began their applause and rose to their feet in appreciation. Then the television commentator broke in with another news item.

As the lights in the classroom went on, the children looked at Mae Ling. They all seemed to be asking her questions at the same time. When she began to answer, she thought of the strange way her words must sound to the other children. She remembered her mother's advice. Covering her mouth she started to giggle to herself. The children smiled back. Soon they giggled..... but their eyes crinkled in happiness. NOW THEY WERE COMMUNICATING.

HIDDEN WORD PUZZLE

Use the vocabulary from the story "Communicating" to help you find the words listed below.

Circle the answer when you locate the hidden word. Mae's name is number 25. It is circled for you.

1. ALONE
2. APPLAUSE
3. AWARD
4. BANQUET
5. BOY
6. CAPITAL
7. CLASS
8. COMMUNICATING
9. CRIED
10. ENGLISH
11. FATHER
12. FRIEND
13. FUNNY
14. GAMES
15. GIRL
16. GLANCES
17. GIGGLES
18. GOVERNOR
19. HER
20. HONG KONG
21. LANGUAGE
22. LAUGH
23. LIKE
24. LING
25. MAE
26. MARK
27. MEDAL
28. NEED
29. NEWS
30. NOTICE
31. RECESS
32. RESPECT
33. ROOMS
34. SAD
35. SCIENCE
36. SMILE
37. STUDY
38. PRETEND
39. SHY
40. TEND
41. TERRY
42. THE
43. YES
44. WORLD

HIDDEN WORD PUZZLE

C	O	M	M	U	N	I	C	A	T	I	N	G	H	E	R	G	H
A	M	E	X	B	O	S	D	W	E	N	G	L	I	S	H	O	O
P	L	I	N	G	T	Z	G	A	R	F	A	T	H	E	R	V	N
I	B	O	Y	R	I	D	R	R	R	E	S	P	E	C	T	E	G
T	Z	M	N	Y	C	Z	D	D	Y	E	S	M	A	R	K	R	K
O	H	Y	T	E	E	Y	T	S	N	T	C	R	I	E	D	N	O
L	A	N	G	U	A	G	E	M	I	Z	M	E	D	A	L	O	N
Z	P	E	I	I	W	S	A	D	R	O	O	M	S	H	Y	R	G
Y	P	W	G	G	R	B	A	N	Q	U	E	T	Z	S	T	Z	P
M	Y	S	G	L	Z	L	I	K	E	E	Z	L	E	A	R	N	R
A	P	P	L	A	U	S	E	X	T	C	G	A	M	E	S	C	E
E	N	D	E	N	E	E	D	Y	S	I	F	U	N	N	Y	F	T
D	Y	Z	S	C	I	E	N	C	E	V	T	G	S	Z	Y	M	E
S	M	I	L	E	F	R	I	E	N	D	T	H	Y	Z	D	N	N
C	L	A	S	S	T	U	D	Y	Z	A	W	O	R	L	D	Z	D

LESSON 11 - "THE BROKEN SLEDS"

Purpose:

To help pupils learn that sharing a possession with a friend can increase one's enjoyment of it; sharing a task can decrease one's output in time and effort, and sharing can sometimes be a pratical necessity.

Concepts:

Generosity
Wealth
Well-being

Terminal Objective:

Pupil will compose a guideline for sharing which he thinks can have broad application.

Enabling Objective:

1. Pupils will discuss their feelings about sharing such things as a bedroom, household jobs, and toys.
2. After viewing the filmstrip "The Broken Sleds", pupils will analyze the effect which sharing a material possession had upon the friendship of the girls in the story.
3. Pupils will list possible situations in which sharing would be a practical necessity.

Learning Experiences:

1. Before viewing the filmstrip "The Broken Sleds," lead the pupils in a discussion of sharing such things as a bedroom, household tasks, and toys. Follow the printed Teacher's Guide which accompanies the filmstrip and cassette/record kit.
2. View the filmstrip and listen to the recorded narration.
3. Ask the probing questions from the Teacher's Guide to help pupils analyze the effect sharing a sled had upon the friendship of Wendy and Kathy.

4. Discuss the situations in the Projects section of the Teacher's Guide in order to list situations in which sharing would be a practical necessity.

Materials:

Filmstrip "The Broken Sleds." Westinghouse
Cassette or Record narration
Teacher's Guide
paper and pencil

Evaluation:

Write a guideline for sharing which you think could broadly apply to many people. These may be shared with the class or included in the diaries for future reference.

LESSON 12 - WE WERE HERE FIRST

Purpose:

To help pupils learn what effect our respect for the feelings and rights of others has upon our relationships.

Concept:

Respect

Prerequisite:

Pupils must have had instruction in procedure for role playing. Pupils must have had instruction in cause and effect relationships.

Terminal Objective

Pupil will appraise his own physical and emotional characteristics, by listing things for which he might not be liked by others.

Enabling Objectives:

1. Pupils will illustrate their understanding of the term respect by verbally giving examples of acts of respect, until the teacher feels the class has attained the meaning of the concept.
2. After listening to the story, "We Were Here First," pupils will analyze the effect our words and actions have upon others when we do not regard their rights as individuals.
3. Pupils will discuss basic concepts of "rights," "respect," and the effect of our words and actions upon the lives of others.
4. After role playing assigned episodes, pupils will analyze and describe their emotions and reactions to disrespect.

Learning Experiences:

1. Listen to the story, "We Were Here First."

2. Discuss the following questions:

   A. What happend in the story?

   B. The boys in the story needed to practice for the fifth grade races. How did they go about doing that?

      Did anyone else need to practice?

   C. When a person thinks about his own feelings, his own clothes, his own activities, and his desires, we describe that person as being _______(selfish).

      A selfish person does not think that the feelings or interests of others are as important as his own.

   D. How do people act when they think mostly of themselves? Can you tell some things they might do or say?

   E. How do these actions or words make others feel? How would it be if the situation were reversed? How would you feel about the person who treated you that way? Why?

   F. Jackie and Yvonne felt that they had rights.
      What did the two girls mean?
      Do other people have rights?
      Do you have rights? Can you name some of the rights you have at home, at school, in your neighborhood, in public places?
      Do all people have the same rights?

   G. When it concerns us that other people have their rights protected and that our actions or words do [illegible] abuse their rights or feelings, we are showing [illegible]pect for them. When other people felt that same [illegible] about us, that is called mutual respect.

   H. In what ways should all people respect each other?

   I. Do people sometimes show disrespect for each other? Ask for examples. Some might include: handicapped persons, other races, other languages, other accents, foreign dress, inferior clothing, persons with braces, glasses, disfiguration.

J. How does respect affect the way people communicate and live?

K. What can we say generally about respect?

3. Instruct pupils to write synoyms and antonyms for the word respect on index cards, using dictionaries only if needed. Call on several pupils to use the words in sentences. Collect the cards. Shuffle the cards so that synonyms and antonyms are mixed. Distribute cards to pupils at random.

4. Role Playing

Have a "player" choose a partner or group to role play a situation suggested by the card he drew. The supporting players will describe their feelings and reactions to the "respectful" or "disrespectful" treatment by the main character.

Example:	Synonym	Role
	Consideration	Helping new student find the cafeteria
	Antonym	
	Dishonor	Arguing with father over something he said to do.

Antonyms	Synonyms
Disrespect	Consideration
Dishonor	Regard
Despise	Matter
	Admiration
	Feature
	Esteem
	Honor
	Revere

Roles:

Making fun of someone.
Showing selfishness.
Shoving and pushing to get ahead.
Throwing litter in someone's yard.
Complimenting comeone's talent or skill.
Asking for an autograph.
Letting an adult have your chair.
Clapping for a job well done.

Materials:

1. Dictionaries
2. Pencils
3. Index cards (3"x5")
4. Tape playerand tape of story (optional)
5. Evaluation form and crayons or chalk, if desired.

Evaluation:

Pupil will draw a caricature of himself, emphasizing his strengths and weaknesses.

He will use the attached self-evaluation form to guide his drawing. The form is only an example of items; each student should decide on his personal list.

EVALUATION FORM

THINGS FOR WHICH OTHERS MIGHT DISLIKE ME

Things I Can Do Something About	Things Which I Can't Change But Can Learn to Understand
1. Poor Disposition	1. Physical Handicap
2. Argumentative nature	2. Deformity
3. Bullying habits	3. Wearing braces on teeth, temporarily
4. Selfishness	4. Poor health

WE WERE HERE FIRST!

Just walking close to it made the girls excited. How it had changed since school today. You would think that track and field day was today instead of tomorrow, to see that school yard. Coach Graham had lined the field with white and yellow chalk. Red markers had been set to divide the yard for different events. Poles with bright banners had been placed at each end of the race tracks. Tables for the judges and benches for spectators had been put along the sidewalk where the girls stood.

Jackie and Yvonne walked toward the grass carrying jumpropes and flags. They had been chosen by Mrs. Ross' class to enter two competitive events; the flag relay and the jumprope races. Winning against five other fourth grade classes would be difficult, but Jackie and Yvonne were determined to get the trophy! The other ten girls were fast on their feet, so it would take all the speed they could muster. Today's last practice could make the difference.

They laid their flags down on the grassy slope by the building to practice their jumproping first.

Down the fifty yards to the return line, they skipped with ropes going over their heads and under their lightening fast feet. Yvonne, tall and strongly built, was winning by by about three feet. But as she made her turn, she saw

Jackie out of the corner of her eye, gaining on her and passing her. She poured on the steam and the two gave it all they had to outdo each other.

Panting and sighing as they reached the finish line they saw a group of six or eight boys coming around the building. Yvonne and Jackie had seen them at school. They were in the fifth grade competition

Talking and wise cracking with each other, the group walked to the grass. There they stopped and prepared to practice. Several laid down baseballs, one sat down to put on tennis shoes, and a few lined up to race.

Jackie called, "Wait a minute! What do you think you're doing? We were here first. We're practicing for the girls' races. Don't you see our things you are stepping on? Those flags are the ones we made to carry in the flag relay."

"These crummy things?" said a husky blonde boy. "My three-year-old brother could do better than this!" He laughed and held one flag up over his head, showing it to his friends. "Yeah," echoed another. "I wouldn't carry junk like this in the races." All the fellows joined in to have a good laugh. Then they lined up to have their race. Off they galloped, as if the girls weren't there.

"They think they own the place," said Jackie. She bent over to pick up the two flags, crumpled on the ground, and handed one to Yvonne. The girls slowly headed on home.

LESSON 13 - TWO WINNERS

Purpose:

To help pupils become aware of their abilities and limitations and to stress that people have different abilities.

Concept.

Abilities

Prerequisites:

None

Terminal Objective:

Pupil will isolate the accomplishment in his life which he prizes most.

Enabling Objective:

1. After listening to the story, "Two Winners" pupils will explain the necessity of people having different abilities.
2. Pupils, in playing the Proud Whip Game, will isolate one ability which he has and announce it to the class.
3. In summarizing information received during the Proud Whip Game, pupils will identify abilities of classmates.

Learning Experiences:

1. Listen to the story, "Two Winners."
2. Discuss:
   A. What happened in the story?
   B. What did Karen and Kay learn about themselves?
   C. What did they learn about each other?
   D. What did the class think about Karen's ability as a student.

E. What did the contest spectators think about Karen's ability as a skater?

F. Did Kay have the same ability as Karen?

G. Did Karen have the same ability as Kay?

H. Why was the story called, "Two Winners?"

I. Should everyone have the same abilities? Why or why not?

J. What would happen to a city if every citizen had the same abilities?

3. Play the Proud Whip Game." (Simon)*

Proud Whip

The teacher asks pupils to think of abilities they have of which they are proud. The teacher designates the areas for answers. She then whips around the room calling on pupils in order. A pupil may choose to pass or answer with the phrase,

"I am proud...." or "I am proud that I've learned to...."

Suggested questions:

What is something of which you are proud?

1. That you have learned this six weeks in math (reading, science, or other subjects)?
2. That was hard but you did not give up?
3. That happend in physical education?
4. That you can do or make with your hands?
5. That you did for your family?
6. That was dangerous?
7. That was musical?
8. That had to do with your church?
9. That you can do without the help of anyone else?
10. Something which required extensive training?
11. Something which required much practice?

*Simon, Sidney B. et al., Values Clarification. (New York: Hart Publishing Company, Inc. 1972). Pages 134-138 (Used with permission of the publishers.)

Discuss your findings from the Proud Whip Game:

1. Does everyone in your class have the same abilities?
2. Did another pupil have a similar ability to yours?
3. Did someone talk about a skill you did not know they had?
4. Who was that person (Question 3)?
5. What was that ability or skill (Question 3)?
6. What do you suppose are some reasons why we all have different skills?
7. Thinking about the story and game, what could you say generally about people and their skills and abilities?

Evaluation:

Pupil will draw a picture or cartoon of the accomplishment in his life which he prizes most. He may write a short caption if he desires.

When the class members view the pictures, the following rules must be followed:

1. Everything that a pupil says about a fellow pupil's picture must be positive - no negative comments permitted.
2. A pupil says these exact words, "The thing that I like most about your pictures is ________".
3. The person who drew the picture must respond with these exact words, "Thank you very much."
4. Teacher: participate in this activity with the exact words. Children must use #2. Children will enjoy the game more because of your enthusiasm.

Materials:

None

TWO WINNERS

It wasn't that she didn't try. Goodness knows, Karen paid attention in class. Everything Mrs. Stone said Karen tried to remember.

Her father had warned her, "The next report card, those grades had better come up!"

She practiced long division, multiplication tables, and fractions. Fractions! There was just so much to learn she inverted when you weren't supposed to invert, and didn't invert when you needed to. She just didn't have a mind for figures.

Every grading time Karen's twin sister Kay got better marks than she - and Kay was six minutes younger, too. It wouldn't be so bad if Kay didn't rub it in with her choice remarks. "Karen, don't you wish you were a genius like me?" and "Where were you when they passed out the brains?"

Karen looked down at the red marks on her math test. "My paper is bleeding to death. Why couldn't Mrs. Stone use a green pen, or purple, for a change - anything but that icky red. I can just imagine what my grade this time will be. I'm so dumb."

"Thank goodness I can forget about it awhile. Today's the last day before spring vacation. We will have the Easter picnic and no school for a week."

Later that afternoon when the buses stopped at the park, boys and girls scampered off for the picnic and games. At last it was time for the roller skating contest in the covered rink. The grand prize was a live Easter rabbit and two tickets to the movies. Second prize was a kite and a box of Easter candy.

Karen was just getting her skates on when the PTA president announced the start of the judging.

The benches outside the rink were filled with people parents, room mothers, the principal, and teachers.

Inside the rink the floor was crowded with contestants, some of whom were wobbling and weaving and holding on to the rails. It was hard to keep from skating into the ones on the floor who kept falling down. Some didn't move at all - you really had to slow down for them, they just stood still.

The music played a waltz. While others stayed near the edges of the rink, Karen's pace easily shifted with the rhythm. She danced and whirled, finally turning into a jump and landing backwards.

Upon the scoreboard went the names of the five finalists Karen was leading with 30 points, but Judy Morris and Pat Tucker weren't far behind.

As the record quickened with a loud trumpet, the scoreboard flashed "Figure Skating Competition."

Karen's feet moved faster. She put everything she had into this last song. She spun around on both feet, then on only one. She did a figure eight and jumped up with her arms extended, landing gracefully.

The neon flashed 50 points. Karen was the winner.

As the girls received their prizes, Mrs. Stone smiled, "Congratulations, Karen, your skates have a way with figures."

"Yes," teased Kay, "you really have a mathematical mind."

"Ah," laughed Karen, holding the rabbit and two yellow tickets. "At least I can count to two." Mischievously she added, "I wonder who'd like to go with me to the movies?"

LESSON 14 - I AM PROUD

Purpose:

To help pupils identify their abilities, their limitations, and potential related abilities. Pupils will understand that each person has his own set of abilities and limitations which make him a unique individual.

Concept:

Skill
Abilities

Prerequisites:

Terminal Objective:

Pupil will predict the way in which he will best use his greatest talent or skill in future years.

Enabling Objectives:

1. Pupils will learn the song, "I Am Proud." (Simon, Pages 327-328)
2. Pupils will designate one related skill for which he could have probable capability.
3. Pupils will verbally outline the alternatives one has when he is unable to perform well.
4. Pupil will analyze his reaction when he does not succeed easily.

Learning Experiences:

1. Teach the song, "I Am Proud."

> I am proud, I am proud
> I am proud of what I do.
> I am proud and I'll tell you.

The pupils sing together. When they come to the last phrase, "and I'll tell you," a pupil will tell of an accomplishment or talent of which he is proud. This must be a different accomplishment than he stated in the preceding lesson. The singing may be continued so that many or all of the children have an opportunity to tell something of which they are proud. The teacher will motivate students' participation by being the first to sing "I Am Proud" of an accomplishment. Encourage a wide spectrum of "I Am Prouds."

2. Discuss: Frequently someone who has one talent or skill can do things that are related. Fox example, playing the piano; learning to play one stringed instrument makes it easier to learn other stringed instruments:

   violin
   banjo
   guitar

   piano
   xylophone
   organ

   math
   puzzles

   art
   writing
   designing
   needleword

3. Ask the following questions:

   A. Is there a skill which is related to one that you have learned? What would it take to learn this skill? Are you willing to try?

   B. Is there any other skill you desire to acquire? Do you know why you are not able to perform this skill? Is it that you are not old enough or that you have not practiced this skill?

   C. What do you usually do when you do not do something well? Why do you do that? What might you do when you do not feel successful at a skill?

   D. How do you feel when you have acquired a new skill?

Materials:

1. Transparency or duplicated copies of the song, "I Am Proud." career Examples and Career Riddles. (Masters included in lesson.)
2. For evaluation, if desired: Paper and pencils or art paper and tempera paints.

Evaluation:

The weatherman predicts the weather in the future. This could be used in defining "predict."

Pupil may choose one of the following three sections:

Pupil will predict how he will best use the talent or skill he feels proudest of:

When he is in junior high school.
When he is in high school.
When he is an adult.

These may be shared with the class or added to the personal diaries.

Follow-Up Activity:

Capitalize on the pupils' enthusiasm toward related skills and future goals by helping them explore a wide range of career choices.

SKILLS/INTEREST: CAREER EXAMPLES

Outdoor

Fruit Grower
Vegetable Farmer
Forect Ranger

Computational

Accountant
Bookkeeper
Bank teller

Persuasive

Writer
Author
Sa[illegible]man
Personnel Manager

Literary:

Teacher
Actor
News Reporter
Librarian
Novelist
Historian

Mechanical

Aviator
Machinist
Automobile repairman
Engineer

Scientific

Physician
Chemist
Meterologist

Artistic

Designer
Hairdresser
Sculptor
Artist
Decorator

Musical

Musician
Music Teacher

Social Service

Nurse
Minister
Hospital Attendant
Counselor

Clerical

Typist
Clerk
Bookkeeper
Accountant

CAREER RIDDLES

Find a skill you have. Then see some career choices which use that skill.

1. I am good in math. I like to work with numbers.
2. I like to meet people. I can persuade them to buy buy what I sell or do what I suggest.
3. I like to be outdoors.
4. I enjoy keeping records and running errands.
5. I like to spend time helping people.
6. Most of my free time is spent reading or writing stories.
7. I enjoy going to concerts and playing my instrument.
8. I seem to be creative with my hands.
9. I have a talent for solving problems and discovering new facts.
10. I like to repair and fix mechanical objects.

LESSON 15 - THE MISSING CAMERA

Purpose:

To help pupils learn that in our society every citizen should be afforded impartial, just, and fair treatment.

Concept:

Responsibility
Justice

Prerequisites:

Experience in identifying synonyms and antonyms. Experience in original story composition.

Terminal Objective:

Given relevant information for a hypothetical situation, the pupil will evaluate the judgment made and support his point of view. (This will indicate pupil's moral reasoning stage.)

Enabling Objective:

1. Pupils will write synonyms and antonyms for justice. Pupils will verbally use those terms correctly in sentences.
2. Pupils will read four stories, searching for types of justice or injustice to story characters.
3. Pupils will apply a synoym or antonym appropriate for each story.
4. Pupils will select the individual in each episode who was responsible for interpreting justice.

Learning Experiences:

1. List synonyms and antonyms for justice on the chalkboard. As pupils give examples, call on several students to use synonyms and antonyms in sentences. (Dictionaries may be used if necessary.)

2. Read the four short stories. Discuss the following questions after appropriate stories.

Story 1: Why did Bill Jamieson's name come to the mind of the store manager?

On what evidence was the store manager basing a possibe accusation against Bill Jamieson?

Where does the storekeeper need to begin in an investigation to find the guilty person. What does he need to learn?

Story 2: On what was Mr. Gray, the principal, basing his question concerning Jack Murray?

Was this problem related to Jack's athletic ability?

What are some possible reasons Jack had been tardy and irregular in his school attendance?

Story 3: On what were the children basing their acceptance or indifference to Nita?

Were several pupils in the class doing other tasks behind the scenes instead of acting?

Who in the class was qualified to participate in the play?

Story 4: Under what circumstances had the salesperson returned the incorrect change?

Who would be responsible for the lost money at closing time?

3. Divide the class into several small buzz groups. Select a leader and secretary for each group. Discuss justice or injustice displayed to the story character in each episode. Apply a synonym or antonym appropriate for each story.

4. Have each buzz group report their findings to the class as a whole.

5. Ask these questions to the entire class:

A. In each story who was the individual responsible for interpreting justice?

B. Who are the citizens who must exercise justice daily in our school and community?

C. Before a decision can be made in any situation, what are some guidelines which must be followed?

D. Has anything like this ever happend to you or someone you know? How did you feel? What action did you take? What would have been the just or fair thing? What would you do if a similar thing happened now?

Evaluation:

Choose one case:

1. Pretend that you are a judge. How would you judge the case of Bill Jamieson? Jack Murray? Nita Gomez? Patty Thomas and the Saleslady? Support your viewpoints in writing.

2. Form students into small groups and let them resolve one of the episodes above or assign one episode to each group for resolution. Solutions should be shared with entire class.

Materials:

Duplicated copies or tapes of stories if desired.

"THE MISSING CAMERA"

Bill Jamieson had stolen a watch from the Stop-Quick Market. His mother discovered the watch and talked with her son about his dishonest act. Together they met with the store manager and Bill promised never again to take anything without paying.

Now, three weeks later, a small camera has been stolen from the same store, at approximately the same time in the afternoon.

John Miles, the store manager, thinks about the theft. "The store was crowded after school. There were several housewives and many school children. But which children? Oh, yes, Bill and several friends came in for some gum.

"Could the Jamieson boy have taken that pocket camera?" wonders the puzzled store manager.

"ACTRESS OR STAGE HAND?"

Nita Gomez enrolled in school on the fifth of March. The Public Library Week Play was to be presented on the eighteenth of March by Miss Patrick's class.

Mr. Jones and his pupils were handling all back-stage details so that every student in Miss Patrick's class could participate as storybook characters.

Each pupil would wear the costume of a well-known story book character. The librarian would narrate the play while the choir sang songs about the lives of the people in the books. Pupils on stage had no speaking parts, but must learn some actions to help the audience guess their roles.

Nita's family was from Mexico. She spoke little English, wore clean but patched clothing, and had not made friends easily. It seemed that although Miss Patrick's group activities had included the new student, the pupils had not accepted her on their own. Her language and color were different from theirs.

Should Miss Patrick arrange a costume and song so that Nita may have a part in the play, or would it be all right to let Nita help back-stage with the scenery?

"THE QUESTION"

Jack Murray had been in trouble ever since he entered White Elementary several weeks ago.

Although he lived only a few short blocks from the school, he was tardy more than he was prompt. He was absent at least once a week.

The children couldn't get Jack interested in their projects or activities. Mrs. Jarvis thought of every way to make him feel welcome to the class. He just did not like her or the children.

His class work went unfinished and his homework was never turned in.

When the fourth grade basketball contest was held, Jack made the final competition. He had made enough points through the weeks to win the trophy.

Mr. Gray, the principal, was to announce the winner of the trophy at a special assembly of the fourth grade classes. He looked at the name of the winner on the list of players. Mr. Gray asked himself, "Should this disinterested student receive the basketball trophy?"

"KEEP THE CHANGE"

Patty Thomas dashed into the variety store shortly before closing time. She had remembered Martha's birthday party which was to be the next afternoon after school.

"What can I find in a hurry?" Patty wondered. Quickly she bought an autograph book for $1.50 and a tiny stuffed animal for 79¢. While others waited behind her, Patty handed the rushed saleslady a five dollar bill.

When Patty got into the car and started to put her money away, she discovered she had received over $3.00 in change.

Smiling at her "bargain" Patty thought to herself, "That clerk was so busy and didn't realize her mistake, I will just keep the change. Nobody will ever know the difference."

LESSON 16 - THE SAVINGS ACCOUNT

Purpose:

To help pupils learn that responsible citizens spend money wisely in order to purchase the materials things they need.

Concept:

Using money wisely

Terminal Objective:

Pupil will present a plan for saving and spending the allowance or pay he receives each week.

Enabling Objective:

After pupils read and discuss the story, "The Savings Account," they will answer questions in a "Public Interview" game to express their views on the issue of money.

Learning Experiences:

1. Listen to the story, "The Savings Account."

2. Discuss the following questions:

   A. What happened in the story?

   B. Although Jill and Julie were the same age, their attitudes toward money were not alike. What were their attitudes?

   C. Do you think Jill had invitations or opportunities to spend her money as did Julie?

   D. What interests might Jill have had to tempt her to refuse job offers?

   E. Why did Jill spend her money as she did? Why did Julie?

   F. Which girl acted wisely in regard to spending money? Why do you think that? List your reasons.

G. Does anyone have another idea? Can you give reasons for believing that way?

H. What would you do if you were Jill? Julie? Why?

3. Play the "Public Interview" game: Simon, page 139.

Optional Activities:

1. Pupils may work the Hidden Word Puzzle to reinforce story concepts and vocabulary.
2. Pupils may name ways a fourth grade pupil can earn money.
3. Pupils may develop methods to save money.
4. Pupils may present things to do and places to go with friends which do not require spending money.

Materials:

Paper
Pencils
Duplicated copies of Hidden Word Puzzle and Weekly Budget
(Masters included in lesson)
Cassette player and tape of story "The Savings Account" (Optional)

Evaluation:

Make a plan for spending and saving your allowance or job pay each week. Discuss the plan with your parents. Try the plan for two weeks and see if you are able to save more money by staying within the budget.

(See sample budget plan)

WEEKLY BUDGET

MONEY TO SPEND:	
ALLOWANCE	$
JOBS	$
TOTAL	$
WHAT I NEED:	
SUPPLIES	$
SNACKS	$
ENTERTAINMENT	$
TOTAL	$
MONEY I COULD SAVE	$

PUBLIC INTERVIEW

This activity gives the pupil attention in the classroom and provides an opportunity for him to make public his position on value issues.

Procedure:

Rules:

1. If a pupil volunteers for a public interview, he must answer each question honestly.
2. If the interviewee does not wish to answer a question, he may respond, "I pass."
3. If the interviewee becomes uncomfortable, or for some reason wishes to conclude the interview, he may say, "Thank you for interviewing me."
4. Upon completion of an interview, the interviewee may pose any three of the questions to the teacher.

Note to Teacher:

For this activity to be successful, a comfortable and receptive atmosphere MUST be maintained. Keep an honest and welcoming attitude between teacher and children, and between interviewee and classmates.

Your open and respectful attitude toward the children will strengthen their self-concepts.

Each interview should be kept brief. The teacher must listen to each pupil's responses and show an interest.

Simon, et al, Values Clarification, Pages 139-157

INTERVIEW QUESTIONS

USING MONEY WISELY

1. If you could have $100 cash, what would you do with it?

2. Do you get an allowance?
   What kind?
   Is it fair?
   What do you do with it?

3. Do you have to do anything for it?

4. Do you ever do anything to earn money?

5. What is the worst work you have done for money?

6. Do you work after school and/or on Saturdays?
   Where?
   What are you using the money for?

7. What are you saving money for?

8. Is there something you would like to have very badly but do not have the money to buy now? What?

9. Do you know how to open a savings account?

10. Do you know how to keep a checking account?

11. Are you rich? Do you want to be rich when you grow up?

12. How do people get rich?

13. Why are some people poor?

14. Do you buy many records or tapes?
    What kind?
    Where do you get the money?

15. Do you subscribe to any magazines yourself?

16. How many pairs of shoes do you have? Who bought them?

17. Have you ever given your own money to charities, causes, etc. Which ones? Which ones do you object to supporting?

18. Do you ever treat other kids to food?

THE SAVINGS ACCOUNT

Among their birthday presents, Jill and Julie Feller received new leather purses from their grandmother. Inside each was a crisp ten dollar bill.

"Money!" exclaimed Jill. "I'm not going to spend mine. "I'm going to keep my money and open a savings account at the bank."

"So am I," agreed Julie.

The twins had received a weekly allowance for some time. They had routine household tasks for which no pay was given. They cleaned house, made beds, carried out garbage, and helped with the laundry. From time to time Father gave them extra money for doing bigger chores.

Jill and Julie had never saved their money for anything special. With a store nearby, it was easy to walk with friends for games or sweets. Allowance day usually found eager girls with empty pockets.

But now that they had a start on saving with their gift money, the sisters were determined not to spend all their allowance.

Occasionally, neighborhood jobs were found to earn extra pay. Jill was anxious for afternoon car-washing, babysitting, or lawn-mowing. At first Julie shared Jill's enthusiasm, but soon she refused jobs in order to play or watch television with friends.

Julie was invited for a Saturday outing to Play-World, with rides, amusements, and food. She bought new sandals to wear and tickets for a full day of fun. She enjoyed everything from the roller-coaster to the swamp canoe ride.

When the family took a vacation trip, Julie bought souvenirs at several stops. Although the trinkets were expensively priced for tourists, they were not well made and did not last until the Fellers returned home.

One Saturday morning Mrs. Jarnigan in their block offered to pay for edging the grass and cleaning the garage. Julie had a basketball game she wanted to watch, but Jill accepted the job.

When she came home with her pay, Jill went straight to her room. Shortly she returned with a small box filled with money. Her face beamed with happiness and pride.

"I have enough to open that savings account, Dad. Will you take me to the bank?"

Father and the twins watched Miss Boyd, the cashier insert a Savings Record folder into her typewriter. Above the name of the bank she completed Jill's name, address, father's name and place of employment.

Miss Boyd explained the process of making deposits, using specific savings deposit forms. She typed a special savings account number which must be used on every deposit or withdrawal.

The following day Jill received a letter from the Vice President of the South Street Bank, congratulating her on her ability to manage money and thanking her for selecting their bank for her first deposit.

No one knows where Jill hid this special letter - perhaps the same secret place she had saved her money.

HIDDEN WORD PUZZLE

Using the vocabulary from the story "The Savings Account" to help you find the words listed below.

Circle the answer when you locate it. Savings is number 50. It is circled for you. Account is number 1. It is also circled for you.

1. ACCOUNT
2. ADDRESS
3. AFTERNOON
4. ALLOWANCE
5. BANK
6. BEDS
7. BIRTHDAY
8. BOUGHT
9. BOX
10. CAR
11. CHORES
12. CLEAN
13. DAD
14. DAY
15. DEPOSIT
16. DISHES
17. EARN
18. EDGE
19. FATHER
20. FOOD
21. FORMS
22. FRIENDS
23. GAME
24. GARAGE
25. GARBAGE
26. GIRLS
27. GRASS
28. HELP
29. HOUSE
30. JILL
31. JOBS
32. JULIE
33. KEEP
34. LETTER
35. MANAGE
36. MONEY
37. MOW
38. NAME
39. NEW
40. NUMBER
41. OPEN
42. PAY
43. PLAY
44. PRESENTS
45. PURSE
46. RECORD
47. RIDES
48. SANDAL
49. SATURDAY
50. SAVINGS
51. SECRET
52. SISTERS
53. SIT
54. SO
55. SPEND
56. STORE
57. SWEETS
58. TAKE
59. TASK
60. TELEVISION
61. TEN
62. TICKET
63. TRIP
64. TWINS
65. VACATION
66. WASH
67. WEEK

HIDDEN WORD PUZZLE

A	G	X	Y	G	X	J	I	L	L	O	P	E	N	Y	E	B
C	A	R	S	A	T	U	R	D	A	Y	N	B	X	R	A	I
C	R	I	A	R	E	L	Y	X	A	T	E	M	O	W	R	R
O	B	D	V	A	N	I	C	P	X	R	W	T	M	X	N	T
U	A	E	I	G	T	E	L	E	V	I	S	I	O	N	D	H
N	G	S	N	E	W	C	E	D	Y	P	X	Y	N	N	E	D
T	E	P	G	S	I	H	A	G	A	B	W	K	E	E	P	A
A	X	L	S	Y	N	O	N	E	P	D	A	P	Y	R	O	Y
K	F	A	X	F	S	R	Y	X	R	Y	S	N	X	E	S	A
E	R	Y	S	O	L	E	T	T	E	R	H	N	K	C	I	D
G	I	Y	J	O	B	S	X	Y	S	B	O	A	M	O	T	D
I	E	X	G	D	P	U	R	S	E	O	U	M	A	R	I	R
R	N	V	A	C	A	T	I	O	N	U	S	E	N	D	C	E
L	D	Y	M	H	E	L	P	R	T	G	E	S	A	I	K	S
S	S	W	E	E	T	S	E	X	S	H	Y	E	G	S	E	S
X	F	O	R	M	S	T	A	S	K	T	Y	C	E	H	T	X
W	E	E	K	Y	F	X	N	U	M	B	E	R	B	E	D	S
S	A	N	D	A	L	L	O	W	A	N	C	E	Y	S	X	Y
F	A	T	H	E	R	S	I	T	S	I	S	T	E	R	S	X

LESSON 17 - PAM PUTS IT OFF

Purpose:

To help pupils learn that responsible citizens spend time wisely in order to fulfill their responsibilities and have leisure time for recreation.

Concept:

Using time wisely

Terminal Objective:

Pupil will present a plan for conserving time wisely during the week.

Enabling Objective:

1. After viewing and discussing the filmstrip, "Pam Puts It Off" pupils will list ways to conserve time.
2. Pupils will develop ways to spend leisure time.
3. Pupils will play the "Public Interview" game to express their views on spending and saving time.
4. Pupils will learn the song, "A Timely Rhyme."

Learning Experiences:

1. View the filmstrip "Pam Puts It Off."
2. After viewing the filmstrip ask the following questions:
    A. Pam and Judy had the same homework assignment. How did their attitudes differ?
    B. How did Pam use her afternoons during the week?
    C. When did Judy start her book report? When did Pam begin?
    D. Have you ever dreaded a task? What did you do?
    E. Have you ever completed a difficult and uninteresting task with many temptations to get side-tracked? How did you make yourself finish your work? How did you feel when you completed your job?

3. Discuss:

   Saving and spending time is as important as saving and spending money.

   "I didn't have time!" This excuse usually means that someone didn't plan their work time well enough to have play time left over.

4. List ways to save time so there is play time left over when a job is completed.

   Answers may include:

   Put work first. Give yourself a time limit and stay within it. Make a schedule of steps to get the job done.
   Assemble needed supplies.
   Don't play until work is finished.
   Learn how to cut corners of time without specifying quality of work or study. For example: read a page well so you don't have to read it over and over. Write neatly so you don't need to re-copy.

5. When you have finished your work, what are some ways to spend your free (leisure) time?

   Answers may include:

   Hobbies or crafts
   Musical activities
   Sports activities
   Scouts or other organizations
   Religious instruction
   Television

6. Play the "Public Interview" game.

7. Learn the song, "A Timely Rhyme."

Alternate Activity:

Role play possible endings for the story. Some suggestions might be:

Pam stays home from school with an imaginary illness

Pam hurriedly writes a book report covering the portion of the book she read Thursday.

Pam attends class and admits to Miss Smith that she did not complete her assignment.

Pam promises Miss Smith to use her time wisely on the subsequent assignments.

Evaluation:

"Beat the Clock"

This week I will "Beat the Clock" by

____

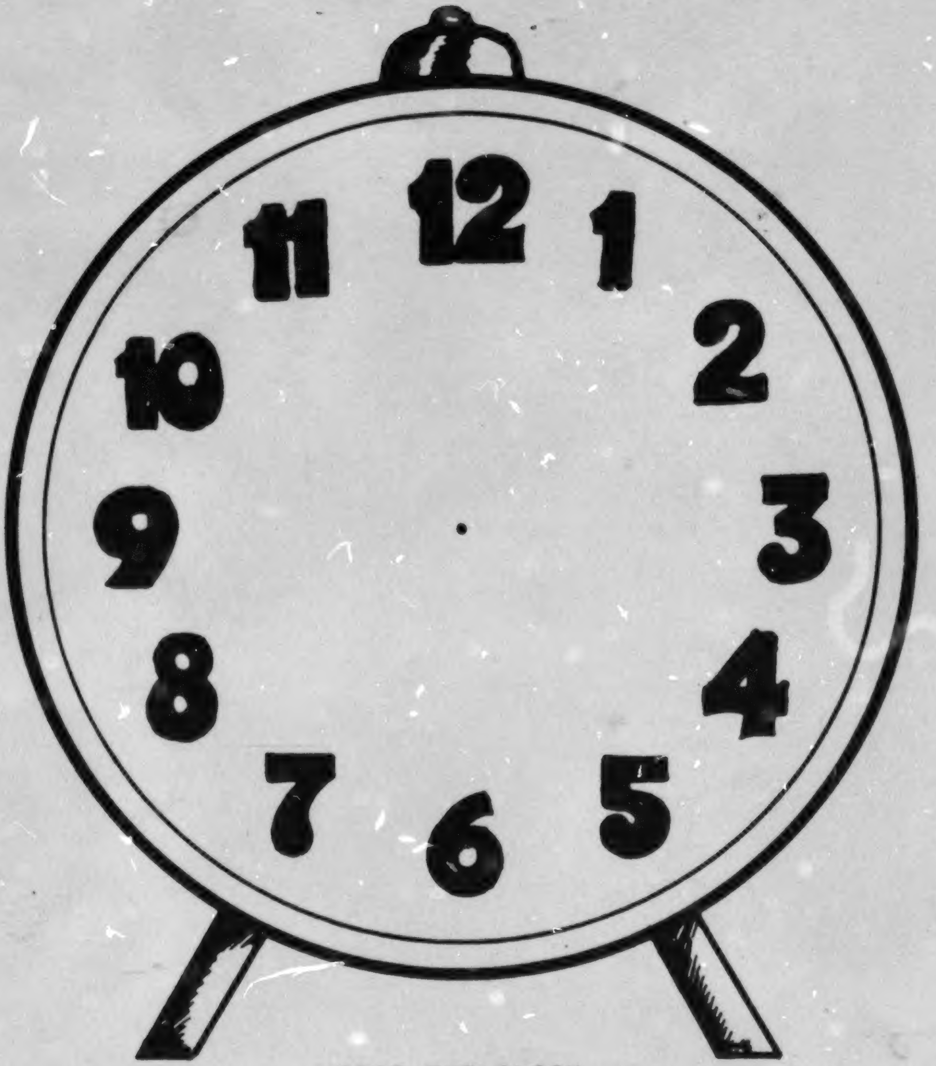
____

so I can get my work done and still

have time for fun.

Materials:

1. Cassette player
   Filmstrip projector
   Filmstrip kit "Pam Puts if Off" (Eyegate)
2. Paper and pencils
3. Duplicated copies of "Beat the Clock" (Master included in lesson).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BEAT THE CLOCK

This week I will "Beat the Clock" by

____

____

so I can get my work done and still have time for fun.

PUBLIC INTERVIEW

This activity gives the pupil attention in the classroom and provides an opportunity for him to make public his position on value issues.

Procedure:

Rules:

1. If a pupil volunteers for a public interview, he must answer each question honestly.
2. If the interviewee does not wish to answer a question, he may respond, "I pass."
3. If the interviewee becomes uncomfortable, or for some reason wishes to conclude the interview, he may say, "Thank you for interviewing me."
4. Upon completion of an interview, the interviewee may pose any three of the questions to the teacher.

Simon, et al, Values Clarification, Pages 139-157

INTERVIEW QUESTIONS

USING TIME WISELY

1. Are you enjoying school?
2. Which was your best year in school?
3. Are you good at getting high grades?
4. Are you planning to attend college?
5. Are you proud of your work habits?
6. How do you spend your time after school?
7. Of all the things you do in your free time, which three things do you like to do best?
8. Which three of your free time activities do you like to do least? Rank them.
9. Do you like to get letters? Do you like to write letters?
10. What is your most prized possession?
11. What do you enjoy most in life?
12. How much television do you watch?
13. How much time would you say you spend watching television?
14. What are your favorite television shows?
15. What would you do if you could not watch television?
16. Do you and your parents enjoy watching the same television programs?
17. What did you like about your summer vacations?
18. Did you go on a trip or outing during your summer vacation from school?
19. Did you spend any time last summer flat on your back and daydreaming?
20. Where did you spend the best summer of your life?

21. What is the most interesting book you have read recently?

22. What was the best play you have seen this year?

23. How often do you go to the movies?

24. Have you seen any movies recently which you liked?

25. Tell me in a sentence or two about a movie you saw and why you liked it.

26. Have you a hobby which takes up a lot of your time?
What is it?

27. How did you get interested in your hobby?

28. Are your friends interested in the same hobby as you?

29. Are some of your friends not interested in your hobby?

30. Do you spend much time with your father?

31. What are your favorite sports?

32. Do you like to hike? Ice skate or roller skate? Play ball? Swim?

33. Would you like to fly a plane?

34. Do you work after school and/or on Saturdays?
Where?
What are you using the money for?

35. Is there something you want badly but can't afford right now? What?

36. What magazines do you read regularly?

37. Do you subscribe to them with your own money?

38. What do you do around the house in the way of chores?

39. Are you expected to do certain or assigned jobs around the house?

LESSON 18 - HOLD ON KATIE

Note: This lesson should be taught on two separate days.
Day One: "Hold on Katie": the concept of physical courage.
Day Two: "Friends and Broken Glass": the concept of moral courage.

Purpose:

To help pupils learn two kinds of courage: physical and moral. To help pupils learn that making decisions in facing problems demonstrates courage or lack of courage.

Concept:

Physical and moral courage

Terminal Objective:

Pupil will write about one thing he fears, the reasons for his fear, and the method he is using to overcome this fear.

Enabling Objective:

1. After listening to the story "Hold on Katie," pupils will determine the meaning of physical courage.
2. Pupils will identify physical courage in articles of newspapers or magazines.
3. After listening to the story "Friends and Broken Glass," pupils will determine the meaning of moral courage.
4. Pupils will identify moral courage in articles of newspapers or magazines.

Optional:

Pupils will individually evaluate and classify each problem as morally or physically courageous.

Learning Experiences:

1. Listen to the story, "Hold on Katie!"

   The story "Hold on Katie" was written about a ten-year-old girl and her true adventure in the surf off Galveston Island. She showed great courage in facing possible drowning.

Brave deeds which affect people's lives or safety are known as deeds of physical courage.

Boys and girls like to prove to adults that they have courage. Probably few of you have had to face a crisis as did Katie in our story. However, there are other ways to prove yourselves in physical courage.

2. Discussion:

   Think of ways boys and girls prove their reliability in safety matters.

   (Answers may include: Patrol boys who help school pupils cross streets safely. Scouts who help others on hikes and campouts. Babysitters who care for small children at home or neighborhood and protect them from harm.)

3. The following exercises utilize the newspaper articles indicated:

   A. Articles involving children saving lives of others.

   B. Examples are given of four young people who courageously overcame their physical handicaps to face life and overcome tragedy.

4. The story we're about to read deals with the courage to do what is right, having convictions. Such bravery demands the highest quality of decision making and is called moral courage.

   Listen to "friends and Broken Glass."

5. Ask the following questions:

   A. What happened in the story?

   B. What decision do you think Kay and Lynn made?

   C. Why did that decision require courage?

   D. What problems could arise because of such a decision? Could their friends become angry? Could their parents become upset? Could friendships be broken?

6. Discussion:

   Lynn and Kay faced a situation in which moral courage was involved.

What situations arise in school, neighborhood or community activities which demand a decision or moral courage?

A. Have you ever been in class and had the opportunity to see answers on someone else's paper, but you refused to cheat? Did that take courage?

B. Have you been tempted to steal something that belonged to someone else and you decided it wasn't right?

C. What about the courage to stand firm to your sense of right when one or more friends tried to get you to go along with what they were doing? Did that take courage?

(Smoking, damaging property, hitch-hiking, taking dope, shoplifting, tresspassing, etc.)

7. Dangerous (physical) or tempting (moral) situations can bring out the best qualities in a person of honor.

Let's think of what is needed in times of trouble:

Answers may include:

A. An ability to reamin calm and under self-control.
B. An ability to think clearly
C. Faith in oneself.
D. An ability to see possible alternatives.
E. An ability to think about possible consequences.
F. A firm belief that your decision is right.

8. Frightening or frustrating situations often bring many kinds of fears. The fact that you have fears does not mean that you lack courage. It is when a person realizes that he has fears, and overcomes them that he shows courage.

Optional Activities:

1. Pupils may individually evaluate their own emotions regarding courage.

2. Pupils may act as TV reporters on a news broadcast about an adventure of courage by a fourth grader. Pupils must write the script, including the information they wish to tell the viewers.

3. Pupils may find current examples of physical courage in magazines and newspapers.

4. Pupils may find examples of persons who have worked and studied to overcome handicaps in order to live a fuller life.

Materials:

Evaluation Forms (Masters included in lesson)
Pencil
Paper
Duplicated handouts of newspaper articles

Tape of stories (Optional)

Evaluation:

Pupils will complete the evaluation form, indicating a fear he has and how he will try to overcome that fear.

HOLD ON, KATIE!

What a great day it was for sailing! The weather was perfect - warm, but not hot; windy, but not too windy; a few boats on the water, but not crowded. Yes, it was just the way the Turners liked their boating.

And how they did enjoy getting out in the surf and letting their orange sailboat fly through the water. They had been coming to Galveston for years, ever since Katie and Andy could remember. Katie usually came with Dad, since Andy went to college. This weekend Dad had to work extra at the office and Andy was home. The two of them had decided on a picnic and boat ride.

All had gone well. The drive to the beach had been fun. They had stopped the car and had their picnic with all the things they liked best. Then Andy had driven the car near the water and unloaded the boat from the trailer. His skillful hands had stepped the tall mast and hoisted the sail. Katie and Andy had waded up to their knees, pushing the boat into deeper water, and headed into the waves.

The breeze had taken the boat easily into the surf, with Andy's strong hands working the tiller bar and ropes. Katie looked back at the shoreline. Sand and cottages became smaller and dimmer as the wind took the boat farther into the gulf. For a long time the ride was pleasant. The water felt cool as the excitement of adventure surged through the two of them.

Andy looked up at the mast and sail. The wind was blowing in strong gusts now. The tiller bar seemed harder to control. To Katie it seemed that the boat was smaller than usual. The two could feel the boat rock back and forth as the waves grew higher, splashing over them. Clouds were forming overhead.

For the first time, Katie felt worried. Andy held on tightly to the tiller bar with one hand while he kept a grip on the main sheet with the other.

"It's getting a little rough, Kate. Let's turn her around and head back to shore." Andy had to shout to be heard above the water and wind.

Both ducked their heads to let the sail move across the boom for the turn-around. A violent rush of wind caught the sail from underside, whipping the tall mast upside down and breaking it in two. In a second the boat capsized with waves crashing over the broken mast, torn sail, and two young sailors.

From deep under pounding surf, Katie came gasping for air. She kicked her feet and thrust out her hands to grab at anything. Her parents had always warned, "If anything ever happens, hold onto the boat. Stay with the boat." She felt the side of the boat with her hands and let out a sigh. As her eyes cleared, she looked for Andy. He was not by the boat. Then she heard his call, squinting, she saw him bobbing up and down in the water, lifejacket around his neck and chest.

"Hold on, Katie," he screamed pleadingly.

Back and forth the boat rocked with Katie clutching the side. The forceful waves washed over her head, pulling her away from the boat. She struggled to swim to its side and clung fiercely until another wave beat upon her. Minutes passed as Katie fought the surf. She could feel the boat moving in the waves. Half an hour of fighting the pull of the water and wind. An hour had almost worn the young girl.

Then a chain of bumps hit Katie's stomach and legs against the boat. The boat bottom was scraping sand. The beach! Katie was back on shore. When she was certain it was safe, she let go and pulled the boat further inland.

In the water she could make out Andy's blonde hair against the bright life jacket. He was drifting toward shore and seemed not to be injured. They had made it! They had actually made it, and had also kept the boat.

Much later, as Katie and Andy loaded the boat onto the trailer, Katie could still hear Andy's words ringing in her ears, "Hold on, Katie."

"FRIENDS AND BROKEN GLASS"

Late one afternoon Lynn and Kay Dunn were playing in their backyard. Father had just bought a badminton set and the girls were learning to handle the rackets. Each teased and taunted the other as they tried to hit the tiny birdie over the net. But the rackets felt awkward and feather-light birdie escaped most of their swats.

Just as Kay drew her racket under the birdie to serve to Lynn, she hear loud noises behind their garage. She looked up. Then she glanced at Lynn. Lynn must have heard something too. She had turned around and was standing still. But the high cedar fence cut off their view.

Crash, crash! Over and over now came the sound of glass breaking.

Lynn and Kay started running out of the yard, around the garage and into the row of almost-finished new homes.

There stood two little children - a girl and boy - throwing bricks through the windows of a beautiful house. One by one they picked bricks from a tall pile left by the workmen.

Could it be? Greg Davis and Sheryl Brown were six-year-old playmates who lived near Lynn and Kay. They went to first grade and played after school together.

Now they were playing an unfair and very damaging game. Thinking themselves hidden, they squealed and screamed as the heavy bricks broke more glass.

Lynn and Kay hurried to the youngsters and cautioned them to stop. But Sheryl and Greg ignored the warning and picked up more bricks that soon crashed into a lovely yellow kitchen. Then they ran off down the street and out of sight.

The older girls walked to the street as a familiar truck came into view. It was the yellow pick-up that belonged to Mr. Ingall, the builder in the subdivision. He always checked the houses, to be sure they were locked before dark. Kay and Lynn were frightened. They watched as Mr. Ingall got out of his truck, walked around the house and stayed a few seconds. They knew what he was seeing. They watched as he got into his truck and drove toward them.

What should they do?

The Davises, the Dunns, and the Browns had been friends a long time. All three families had picnics together and visited often in the neighborhood. What would those families think? Dad always said to have courage to do what was right. Now Mr. Ingall was saying, "It'll cost me several hundred dollars to replace those windows and it isn't the first time it's happened. I've had to spend over a thousand dollars in damages this month. Can you help me?"

OPTIONAL

INDIVIDUAL EVALUATION

1. What is hardest for you to do?

_______be quiet

_______talk in front of a group

_______talk to the teacher

2. Which is the worst?

_______to be punished by the teacher

_______to have friends make fun of you

_______to get bad grades on your report card

3. Which would be hardest for you?

_______to admit you told a lie

_______to tell someone you broke his window

_______to admit you cheated

4. What would you do if someone took your favorite game?

_______hit him

_______yell at him

_______nothing

5. Which would you least like to do?

_______go into a dark house

_______slide down a very high slide

_______ride a bicycle on a busy city street

6. What would you do if a bully bothered you on your way home from school?

________tell you parents

________tell him you are not afraid of him

________take a different way home

7. Which would be hardest for you to do?

________show a bad paper to your parents

________walk away from a fight

________wait your turn when you have something exciting to say

8. Which would be the hardest for you to do?

________move to a new school

________meet a new person

________dance with a girl/boy

9. Which would you least like to do?

________go to a birthday party without a gift

________go to a Halloween party without a costume

________go to a party with a torn dress/trousers

10. What would you consider the worst experience?

________telling on a best friend

________changing schools

________getting lost in a shopping center

11. What would you do if someone hit you?

________tell the teacher

________hit him/her back

________walk away

EVALUATION

Do not put your name of your paper.

Please complete the following sentences:

1. The thing I am most afraid of is ______________________________
____
____

2. The reason this scares me is ______________________________
____
____
____

3. The way I am trying to get over this fear is to ____________
____
____
____
____

LESSON 19 - FOLLOW THE LEADER?

Purpose:

To help pupils realize that they have the opportunity to influence the decisions of others. The degree to which they exercise this influence determines the power they have demonstrated.

Theme:

Power

Concept:

Influence
Leadership

Terminal Objective:

In a given partnership activity, pupil will identify ways in which he influenced the decisions of his classmates.

Enabling Objectives:

1. Pupils will participate in a decision making activity with an assigned partner, discussing and writing answers to given questions.
2. Pupils will determine the leader and follower in each partnership by answering oral questions about their behavior in the decision making activity.
3. Pupils will determine reasons people change leadership-followship roles in various situations.
4. Pupils will compile a list of traits expected of a leader.
5. Pupils will identify traits expected of a follower in group activitics.

Learning Experiences:

1. Assigning Partners

Assign each pupil a buddy or working partner. Permit partners to arrange themselves in the classroom so that they may talk quietly and work comfortably.

Place pencils and question cards near each pair of pupils, but do not hand these supplies to them.

Instruct the class that each pair will be given a group of questions (See page 4-153). Pupils are to read each question, discuss the topic and write an answer on the card. At the end of fifteen minutes, time will be called.

Circulate around the room and observe the leadership roles of the pupils. Who of the pair is the leader? Call time at the end of fifteen minutes.

2. Discussion:

At the end of fifteen minutes, have the pupils move their desks so that a complete shuffling takes place and no partners are anywhere near each other. Ask pupils to arrange themselves in a circle. Be very careful in guiding the following discussion topics so that an objective and constructive atmosphere is maintained at all times.

As you call on pupils to answer your questions, these exact words must be used: "My partner_________," or "I, the partner." No names of children will be used.

(Teacher: Please do not allow children to use proper names in executing this exercise.

Questions:

A. Who picked up the cards and pencil?

B. Who wrote the answers to the questions?

C. Who dictated the answers to be written?

D. Who did most of the talking during your conversation?

E. Did you give your partner your opinions without his asking?

F. Did you talk as if you were arguing?

G. Did you try to persuade your partner to share your opinions?

H. Did the opinions of your partner matter to you?

I. Did you care what he thought?

J. Was your partner interested in your opinions?

K. Did he seem concerned about how you felt?

L. How did the way you acted effect your partner?

Did your talkative nature cause your partner to stay quiet and let you lead?
or
Did your quiet nature make your partner talk more?

M. Would you want to work with this same partner again? Why?

N. Do you like yourself better after working with your partner? Why or why not?

O. Would your partner choose you for a partner again? Why?

P. Could you work together for a long period of time?

Q. If you could label yourself after this experience, would you call yourself the leader or the follower? More of the argue-er or the agree-er?

R. If you were the leader in this one instance, what leadership qualities did you show?

S. If you were the follower, did you make your own decisions or did you let your partner do all the thinking? Being able to make up one's own mind is a part of being a responsible citizen.

T. Do you usually like to lead or would you rather follow?

U. Why do you feel that way?

3. In every group it takes leaders and followers, Many of us are leaders in some groups and followers in others. A boss in a city business may be a follower in the Rotary Club. The owner of a lady's dress shop

may be a follower in the Garden Club. A talkative executive for an oil company may be a quiet member in a Men's Church Class.

Can you think of reasons people change roles in different situations? Do you always act the same way, no matter where you are or who you are with? Can you be an expert on every subject?

4. Compile a list of qualities we expect of a leader.
5. State some traits we expect in a good follower.

Evaluation:

Write an answer to the following questions:

1. Did you cause your partner to have a different understanding of a question/ If so, How?
2. Were you able to cause your partner to change his mind about an answer to a question?
3. What method did you use to make him do things your way?
4. Do you think it was the best way? Should you do it again?
5. Can you lead without making your partner angry or losing his friendship?
6. List what you think was your strongest point(s) in the leadership and followership roles. Also, your weakest point(s) in leadership and followership roles.

Materials:

Question cards
Pencils
Paper
"Follow the Leader Questions" (Master included in lesson.)

FOLLOW THE LEADER QUESTIONS

1. The best Walt Disney Movie ever shown at a theatre was

____

2. The funniest cartoon on Saturday television is

____

3. The best animal television program is

____

4. The best family pop singing group is (Osmond, Partridge, etc.)

____

5. The greatest amusement park is (Disneyland, Astroworld, Six Flags)

____

6. The best subject in school is

____

7. The greatest basketball player on television is

____

8. The greatest football player on television is

____

9. The most famous hunter who ever roamed early America was

____

10. The wisest President of the United States is/was

____

11. The easiest work around the house is

12. The greatest baseball player who ever lived was

13. The best television program is

14. The best comedy program on television is

15. The best family series on television is

16. The best singer on the radio is

17. The easiest job for a fourth grader to make money is

LESSON 20 - DECISIONS

Purpose:

To help pupils learn that emotionally mature citizens make decisions about facing and solving life's problems. To help pupils learn the effects of alcohol on the human body.

Theme:

Courage

Concept:

The problem of alcohol.

Terminal Objective:

Pupil will formulate a written generalization on the best approach in attacking a problem which arises in life.

Enabling Objective:

1. After viewing the filmstrip, "Reflections", pupils will discuss the effect which a druken person had upon the enjoyment of strangers and the effect which alcohol had upon the user's body and behavior.

2. Pupils will role-play situations in which they must decide to reject or help a person who might be drunk, sick, or injured.

Supplementary:

1. Pupils will research the topic of alcohol in books provided by the teacher to answer motivating questions.

2. Pupils will fill-in-the-blanks of a study guide to receive pertinent information on alcohol.

Learning Experiences:

1. View the filmstrip "Reflections" using the taped narration.
2. Refer to the Teacher's Guide which accompanies the filmstrip for helpful questions, guides to discssion, and ideas for role-playing.
3. Conduct the following discussion:
    - A. What happened in the filmstrip?
    - B. Why was Steve angry?
    - C. Why do you think he felt that way?
    - D. How would you have reacted if you had been the boy in the family? Why?
    - E. What would you have thought of your father if it had been he who helped the drunkard?
    - F. Has anything like this ever happened to someone you know?
    - G. How did you feel?
    - H. What else could the boy have done?
    - I. Does anyone have a different idea?
    - J. Why should the father have helped when no one else did anything?

Supplementary:

1. Refer to the Questions to Motivate Further Research for Class study on individual reading.
2. Distribute copies of the quiz to guide reading on alcohol.

Evaluation:

In a recent lesson we studied courage. Faith in oneself was one of the most important qualities of courage, wasn't it?

Many people do not have faith in themselves and do not trust their own ability to cope with problems as they arise in life.

They want to escape from troubles by "forgetting it all." Some turn to alcohol.

Can you present a plan which you feel would be appropriate for handling a problem of this type?

Materials:

Paper
Pencils
Duplicated quiz (Master included in lesson)
Filmstrip-cassette - "Reflection" (Photographic Laboratories)

TEACHER:

Harris County Department of Education has an excellent study guide for grades five through twelve. It is entitled "Habit Forming Substances: Tobacco, Alcohol, and Drugs."

Perhaps you could read its section on alcohol, simplifying the main points of emphasis before you lead a discussion with your pupils.

QUESTIONS TO MOTIVATE FURTHER RESEARCH

1. What are the types of alcohol?
2. What are the temporary effects of alcohol?
3. What are the long-range effects of alcohol?
4. Is alcohol a food?
5. Is the drug alcohol habit forming?
6. Why do some young people start drinking alcohol?
7. Why do some adults drink?
8. What possible harm could come to the user or fellowman while under the influence of alcohol?
9. What penalities could result from crimes committed while under the influence of alcohol?
10. What is the difference between drunkeness and alcoholism?
11. What are reasons why some adults do not use alcohol?
12. Can alcoholism be cured?

QUIZ

(Optional)

1. Ethyl alcohol is a ______________ which is
   (8)
   made by fermenting grain, molasses, or fruit.

2. Ethyl alcohol is classified as a ______, because it
   (4)
   slows down the functions of the brain centers.

3. Alcohol may cause a slowing down of messages between the brain and the ____________.
   (9)

4. The user of alcohol may have less control of arm and leg ___________.
   (9)

5. Alcohol causes a person to be off __________; it is difficult
   (7)
   for him to walk straight.

6. A person who has used alcohol may not be able to __________
   (5)
   as clearly as he normally does. His speech may be slurred.

ANSWERS

MUSCLES

MOVEMENTS

CHEMICAL

BALANCE

SPEAK

DRUG

QUIZ

7. When the brain causes eye movement to slow down, the ____ (4) seem to be glazed. The person may have double vision.

8. A person who uses large amounts of alcohol over a long period of time may not ___ (3) a proper diet. This can cause malnutrition.

9. Some people use alcohol to ______ (6) a problem they cannot face.

10. A person having a broken leg cannot walk alone and needs a crutch. A person who depends on alcohol to help get through times of problems is also using a ______ (6).

11. A person who depends so much on alcohol that he cannot control his drinking becomes an _______ (9).

12. Alcoholism is a _______ (7) which can be treated.

ANSWERS

ALCOHOLIC

EAT

FORGET

CRUTCH

DISEASE

EYES

BOOKS AND PAMPHLETS

(for the teacher, not students)

The following materials may be obtained through your school nurse or Houston Council on Alcoholism, Medical Towers Building.

Alcoholism and Drug Addiction Research Foundation, It's Best to Know About Alcohol. Toronto, Canada: Alcoholism and Drug Addiction Research Foundation of Ontario, 1961. 31p. This pamphlet includes the history of the use of alcohol, kinds of alcoholic beverages, how alcohol affects the body, alcohol and safety, what alcoholism is and how an alcoholic can be helped.

Block, Jean Libman, Alcohol and the Adolescent. (Reprinted from the Parent's Magazine.) New York: The National Council on Alcoholism, Inc., 12 p. This concise pamphlet gives adults information on ways to help young people face the problem of alcohol.

Golin, Milton, Robber of Five Million Brains. (Reprinted from The Journal of the American Medical Association.) New York: The National Council on Alcoholism, Inc., 1958. 6 p. This article deals with alcoholism as a disease, action across the country to fight alcoholism, the role of the physician for the alcoholic.

Harris County Department of Education, Habit Forming Substances: Tobacco, Alcohol, and Drugs: A Study Guide, Grades 5-12. Houston: Harris County Department of Education, pp. 13-18 and pp. 52-79.

Patterson, Jean, It's Your Decision: You and Alcohol. New York: Ramapo House, 1971. 90 p. Written by a secondary teacher, this book talks to young people in their language about many facets of the problem of alcohol. Includes exercises and appealing illustrations.

Smith, Alson J., What I'd Teach My Children About Alcohol. (Reprinted from Better Homes and Gardens Magazine.) Des Moines, Iowa: Meredith Publishing Co., 1956. 4p. This short article deals with the need to inform young people about alcohol and presents facts concerning the early age at which most first drinks are taken.

Pamphlets from Texas Alcohol Narcotics Education, Inc..

Texas Alcohol Narcotics Education, Inc., Dallas, Texas: Jane Press, 1967. The Problem: Alcohol - Narcotics. 95 p. This is an unexcelled scientific resource digest to aid teachers in the presentation of alcohol and narcotic problems.

FILMSTRIPS

"Alcohol: Fun or Folly and Smoking or Health" Texas Alcohol Narcotics Education, Inc. Two color filmstrips set, 55 frames each, printed script. Record: one side Alcohol/ reverse side Tobacco. Based on cartoon style books of the same names. These presentations of alcohol and tobacco facts appeal to adults and youth alike.

"Alcohol, Narcotics, and Tobacco" Eye Gate House. Set of 9 filmstrips, 5 cassettes, Teacher's Manual. Includes: "Alcohol - Health and Control, The Effects of Alcohol" This series of 9 filmstrips offers information on three topics which concern Americans today.

"Critical Areas of Health" Society for Visual Education, Inc. Set of 4 filmstrips, 2 records, 4 Teacher's Guides. Includes: "Alcohol and Your Health" Full color, Intermediate, Junior High School, 49 frames, 15 min. Especially designed for teen agers, this revised series of sound filmstrips present the newest scientific evidence and valid statistics that students readily understand on this current health area.

"Drugs: A Trick - A Trap" Encyclopedia Britannica Educ. Corp. Set of 5 filmstrips, Cassettes, Color. Includes: "Alcohol: Parents and their Potions" Common medicines that can be both helpful and harmful, alcohol and tobacco come in for thoughtful examination.

"Drugs in Our Society" Learning Arts Intermediate. Set includes 6 filmstrips, 3 records or cassettes, 1 Teacher's Guide. Includes: "Alcohol: Decision About Drinking" The purpose of this set is to give understanding and knowledge about 6 families of drugs and their effects on the human body and mind.

"Facts About Drugs, Alcohol, and Tobacco" Eye Gate House. Intermeditate. Set of 6 filmstrips, color, 3 cassettes. A simplified approach to the problems which avoids sophisticated social, moral, physiological or emotional areas.

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APPENDIX I

GROUP DISCUSSION PROCEDURES

Most teachers are acquainted with the values and procedures of group discussion, but some teachers may attempt to hold the discussion to a consideration of the facts, emphasizing only cognitive elements.

Randolph, Howe, and Achterman (1968) found that we traditionally respond to messages with ineffective responses such as:

- Ordering or commanding
- Admonishing
- Warning
- Advising
- Instructing
- Criticizing and disagreeing
- Praising and agreeing
- Name calling or interpreting
- Reassuring and sympathizing
- Probing and questioning or diverting.

These responses deny the child the right to have a feeling and they close the channels to communication and understanding.

While we are concerned about the development of the child's cognitive concepts, in this program we wish to focus attention on the child's purposes, feelings, and values. We are attempting to assist the child in understanding self and others, and this can be achieved only through personalizing the material and getting involvement at the feeling level.

Many teachers are reluctant to engage in group discussion that is truly open; they do not see its value. Some teachers even feel guilty for wasting time in this way; others feel inadequate and afraid that they will not be able to handle this kind of discussion.

It is clear, however, from our experience in guidance and social psychology that group discussion is a most powerful influence for changing behavior, and the teacher should realize the group can seldom go beyond the skill, anticipation, and the expectations of the leader.

The following philosophy and principles should prove to be helpful.

The discussion leader should communicate that she really cares about what children say and feel. This is not a technique but a genuine attitude. It is communicated through eye contact, attentiveness to verbal communication, and nonverbal support that comes through an empathic smile. The leader listens to what is said and not said, and tries to perceive both the feelings which are expressed and those that are hidden. The teacher is there as a person; as she is real and honest about the feelings she is experiencing, she elicits more involvement.

Group discussion requires sharing the responsibility for leadership with the group. The group helps to identify concerns, clarify thoughts and feelings, and consider alternatives. Unlike class recitation, there is no one correct answer. In contrast, the leader encourages free discussion and interaction to what is said.

The creative leader avoids sermonizing, evaluating, humiliating, and moralizing, but she is not passive, permitting the discussions to be purposeless. She is willing to deal with the actions and reactions that go on in the group. She is sensitive to social interaction, and she is willing to discuss the here-and-now event. If the story is about attention-getting, she does not need to stay with the abstract while some child who acts as a class clown in her room provides live materials for discussion. In such a situation she might ask the group: What is happening here right now? What do you think about this? How do you feel? How does the class clown feel? Why is he doing that? How can we help him? As the leader senses the children are ready for such a discussion, she discusses the purposes of behavior.

Teachers can avoid control problems when leading group discussions. When there is noise and confusion, it is advisable to talk less and act! The leader may merely lower her voice, use a hand signal, utilize proximity control by moving to the area of disturbance, or utilize some natural consequence for failure to attend to a discussion. The leader does not censure or demand, she does not engage in a struggle for control of the group; she seeks to have the children experience the natural consequences of their behavior.

The outcomes and productivity of each session are partially dependent upon the leader's competence in the following tasks:

1. Show the group you care and are concerned with developing a relationship of mutual respect. Demonstrate your interest, concern, and kindness, but be committed to meaningful discussion and do not hesitate to be firm, showing respect for yourself as well as the children. The teacher sets an example of reflective listening by her responses.

2. Make sure children understand the purpose of the group discussion and allow them to establish their own limits.

Members must be ready to share their concerns and willing to listen closely to others. A spirit of give and take and honest, open feedback should pervade.

3. Sense the group atmosphere and be willing to discuss it. Be sensitive to the feelings of the individuals in the group and help them feel understood, i.e., I am getting a message that you are unhappy, or that you really care.

4. Link the thoughts and feelings of group members. Point out the similarities and differences in the concepts, attitudes, and feelings being discussed. The leader must be able to show the relationship between what two children are talking about in order to help them recognize common problems.

5. Encourage silent members to participate when they seem ready. This usually involves being aware of nonverbal clues as a facial gesture, glance, or halting attempt to enter the group.

6. The children are learning a new process of cooperation in contrast to competition. The leader must observe any tendencies of children to be empathic and link or supply alternative solutions to problems. These attempts should be immediately encouraged and reinforced.

7. Group discussion can take a negative turn if the leader is not perceptive. We are interested in fostering personal development. Group members should be assisted to see the strengths and assets in individuals. Emphasis is placed on positive as well as negative feedback. When there is a negative feedback, i.e., "I don't like him, he smells," the teacher may say, "You feel there is an odor there that is not pleasant."

8. The leader must be alert to detect feelings and attitudes which are implied but not expressed. She helps the group to develop tentative analyses of behavior and its purpose. She might say, "Is it possible..." Could it be....?" and state her hunch about the purpose in a tentative manner.

9. The effective group leader is able to help the children express their thoughts, feelings, and attitudes more clearly. She does this through clarifying, restating, and summarizing.

10. The leader helps members to summarize and evaluate what they have learned. About five minutes before the close

of the session, she asks, "What do you think you learned about yourself and others today?" Helping the group consider what is happening accelerates and facilitates the group process.

Children should be encouraged to formulate their own limits for the discussion. However, the leader should help them to consider some of the following procedures which promote effective discussion:

1. The discussion goes best when we trust each other and have mutual respect. We have to be concerned enough to listen and want to help others.
2. Be honest and open. Say what you really feel. Speak whenever you feel you have something to say which will help you or the group.
3. In giving feedback, consider how it will help the others for you to say this.
4. Really listen to what others say. Are you able to state what he has said and felt when he finishes?

When certain individuals or the group become negative or pick on an individual, the mature leader can use this as an opportunity to discuss the purpose of getting special attention or power. The leader can also use puppetry and role playing to help increase sensitivity to negative remarks.

The potential in group discussion is tremendous and teachers will find it a most rewarding experience as their skills develop.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

ROLE PLAYING PROCEDURES

Role playing is not merely information dispensing. The teacher who is skeptical of the educational purpose of role playing should consider some of the following potential values:

1. Role playing provides an opportunity for the child who does not excel academically, but who has talent in creativity and spontaneity.

2. Spectator "therapy" can occur through audience observation and empathy.

3. Role playing promotes the development of personal flexibility and social skills.

4. The enactment of the same situation several times helps the child to see alternative solutions to a problem, increasing his problem-solving and decision-making abilities.

As discussion leader, the teacher encourages the children to become more observant of the behavior of others, to look for the purposes and causes of behavior, to anticipate the results of certain behaviors, and to evaluate behavior, situations, and people.

The steps in role playing. There are four parts to any role playing situation; preparation, introduction, enactment, and discussion.

1. Preparation. The teacher's first decision involves selection of the issue or problem. Issues should be selected which ensure the security of each child involved. The child is never forced to take a role.

   After reading the descriptive directions for a particular role playing situation, the teacher gathers the class. A playing area is needed.

   Because each lesson is an extension of the underlying themes of the stories the teacher may briefly review some of the main ideas of the related story. Questions may be asked such as, "Who was the main character?" "What did he do?" "Why did he do that?" Unfinished stories which stop at a dilemma point are excellent for role playing.

2. Introduction. The teacher states very briefly that the class is going to do some pretending. She should state the problem in terms of specific examples with vivid details which create emotional involvement. Because young children are egocentric and most of them are eager to pretend and participate, they will probably be unwilling to patiently wait any length of time for a turn at playing. Therefore, it is wise to allow all of them to have a brief turn to participate in a warm-up exercise at the beginning of each lesson. If space does not permit the whole group to move about at the same time, break the group into two sections.

Because it is easily performed, pantomime is suggested as a warm-up activity. To begin the pantomime the teacher may give the following directions:

> This is our pretending space. (Indicate play area.)
> Find a standing-up place in here where you won't be too close to any other person.
> Stand there absolutely quietly. (Wait for quiet.) Good.
> Show me you are ready to listen and imagine.
> Today we are going to imagine we are__________ (see specific direction).
> When I say "Ready, begin," you may begin. Keep working until you hear me say "Stop."
> See if you can show me by your actions your ideas about__________.
> Do not say anything.
> Imagine there are no other children around you. See if you can really make me believe you are a_________.
> Ready, begin.

Observe the pantomimes and make encouraging reamrks for creative responses such as, "Oh, I see someone that is_____(describe pantomime)," or "There is some good thinking going on over there." After at least a minute, stop the action and seat the students.

The teacher controls the length of a situation by reserving and using the right to halt the play at any point.

After making a few comments about the creative ideas observed in the pantomimes, the teacher briefly presents the actual role playing situation to the class. The description should be as simple and direct as possible.

Because students are expected to speak in character, the teacher will give them some practice by asking them to respond in the character's voice to such questions as "Mary, what did the old man say when he got knocked down? Can you sound like the old man?"

Then the teacher asks for volunteers to take various roles. The class may suggest names, but the actors must volunteer. From the volunteers, characters are selected. Usually it is advisable to begin with sociable children before choosing participants who are shy or who have more problems than others. In specific role assignments, check to determine how the child identifies with the character. Ask "What kind of person is he?" "How does he feel?" Select individuals who indicate they have identified well or who have strong feelings about a character's behavior.

3. Enactment. The teacher helps the characters set the scene, i.e., "Shall we imagine a door is here?" Do you need some chairs?" If the characters are going to sit down, they will need some chairs. Children cannot simultaneously pretend to sit, keep their balance, and play a role.

> The teacher says, "Find your places and stand quietly."

At that point, she may need to review the characters and their purposes in the scene for the benefit of players and the class. Action is started by the words, "Ready, begin."

During the enactment, the teacher tries to say as little as possible. Otherwise, the teacher becomes the director, and the children lose the opportunity to express themselves freely.

Some side coaching may be necessary to assist in moving the action along. The teacher may say, "It must be time for father to come home now," "Oh, my, that brother is going to be angry." Suggestions are always directed to the character, not to the real person. The teacher avoids using real names and directs all remarks to the characters.

When the scene seems to have developed to its fullest potential, the teacher says, "Stop, come and sit down."

4. Discussion. It is usually effective to have the actors evaluate their own performance first. At the end of a scene, no matter how weak it was, the

teacher makes at least two or three positive remarks, i.e., "I liked the way the father read his newspaper," or "Wasn't the dog good? He really seemed excited."

To encourage class participation in the discussion, the teacher asks them the questions listed at the end of the role playing activity. If other more relevant questions emerge as a result of the individual play, they should, of course, be used. Discussion centers on how the characters were feeling and why they responded as they did. The teacher should attempt to guide the discussion so that the issues are related to experiences personally relevant to the children.

The younger the children, the briefer the analysis. Two or three points are sufficient for kindergarteners.

The teacher makes a summary statement of points elicited from the group and quickly selects a new group for replaying.

The teacher emphasizes that she will be looking for good, new ideas on each replay. The purpose of the reenactment is to help the children explore new insights and alternative solutions.

Encourage as many enactments as possible.

The role of the audience should be clarified just as the roles of the actors. The members of the audience may be asked to look for specific points or to identify with the feelings of a specific actor. They should have a role which maintains their interest and involvement.

Problems, pitfalls, and possibilities. Beginning role playing may bring about a variety of unexpected reactions in young students. Two of the extremes in behavior are acting up and excessive shyness or refusal to participate. The student who acts up can destroy the imaginary creations of other students. The first few times this behavior occurs, the teacher stops the whole group and calmly but firmly reexplains the ground rules. They are:

1. Play in the play space.
2. Actions - no words (for pantomime).
3. Do not disturb the play of others.

Do not be overconcerned about the student who exhibits extremely shy behavior. Instead, recognize and encourage others for their efforts. As soon as the shy child makes any overt effort at enactment, encourage him for it.

Noise can be another classroom problem. If the teacher has properly stimulated the students to want to work on the problem, they will become excited, and often with excitement, comes noise! Do not begin a pantomime or a scene until the students have become almost totally silent. Students need a moment to quietly reflect on their task. Lack of concentration or silliness on the part of the players will produce insincere and unintelligible scenes. For the initial playing, the teacher tries to select those students who are verbal and seem enthusiastically responsive. They will set a high standard for the plays that follow. Clarity in speech and pantomime should be praised. If the characters seem to be getting off the track, the teacher says firmly, "Keep your character." Even though the students may not exactly understand the direction, they will understand a firm but kind tone of voice.

Restlessness of the group is an indication that something is too long. Perhaps the directions are too long, repeated too often, or the scene and the discussion are too long. Teachers must try to be brief and to the point. Use short sentences. Stop a scene before interest is reduced.

Unresponsiveness can be a problem among certain groups of children. They may be extremely inhibited, or they may never have engaged in any dramatic play. In this case, the teacher may need to demonstrate what is meant by pretending and pantomiming. Occasionally, as opportunities present themselves, the teacher may take a role in the playing situation. By taking part in the action, the teacher controls the direction of play from within the group and, at the same time, demonstrates the "how to" of play.

Certainly those groups of children who have had experience with dramatic play and creative dramatics will find it less difficult to role play than inexperienced ones. Do not expect perfection and depth in the beginning lessons. Each successive role playing situation should show an increase in the ability of the group to play together effectively.

Taken from Developing Understanding of Self and Others, Manual. Used with permission of American Guidance Service.

APPENDIX II

MATERIALS LIST BY GRADE
(Schedule A)
Level K

	PROJECT PRODUCED MATERIALS
1.	Clean and dirty paper puppets patterns
2	2 paper tooth puppets
3.	2 transparency masters of Patrick
4.	Hand stomach puppet- pattern
5.	Evaluation sheet
6.	Hand Puppet - Gray Rabbit
7.	Paper Rabbit
8.	Bird Pie transparency master
9.	Evaluation sheet
10.	"Red Ball" transparency

	COMMERCIAL	
1.	A.B. Le Crone Company Rhythm Record Company 819 N. W. 92 Street Oklahoma City, Oklahoma 73114	$ 5.95
2.	* Record "Swinging On A Star"	1.00
3.	Kindle (Scholastic) All Kinds of Feelings - Filmstrip Cassette	19.00
4.	"Smiles Don't Just Happen" (Scholastic) Filmstrip/Cassette	19.00
5.	Big Brother, Robert Kraus, Parent's Magazine Press 52 Vanderbilt Avenue. New York, New York	4.59
6.	"Will You Be My Friend?" (Scholastic) Filmstrip/ Cassette	19.00
7.	"Sticks 'N Stones" (Scholastic) Filmstrip/ Cassette	19.00
8.	* Reflections Record Vicki Carr	1.00
	TOTAL	$88.54

*These records are difficult to obtain and are not necessary in order to complete the lessons involved.

Level I

PROJECT PRODUCED MATERIALS

In Guide

- Ernie, Skippy, Eddie Puppet Patterns
- Tape of Skippy and Ernie Dialoque
- Flower Pattern

COMMERCIAL	
"Everything is Beautiful" Record	$ 1.00
Book If I Were, Barbara Shook Hazen. Western Publishing Co.	5.54
The Ugly Duckling. Scholastic Version.	.95
The Hating Book, Charlotte Zolotow · Scholastic Books	.95
*But It Isn't Yours · Part I Guidance Associates Filmstrip/ Cassette	26.00
**BFA Study Print 220004 My Class: "Teachers Away"	25.50
BFA Study Print 221007 My School: "Borrowing Without Asking"	
*"The Trouble With Truth" · Part I, Guidance Associates Filmstrip/Cassette	26.00
*"That's No Fair" · Part I Guidance Associates Filmstrip/ Cassette	26.00
BFA Study Print 221008 My School: "Littering"	
BFA Study Print 220001 My Class: "School Book"	
(See Level II) TOTAL	$110.94

*This package contains Part I & II. Part II is used in Level II. Package must be purchases as a unit.

**Note: The BFA Study Prints used in Level I, II, and III (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package". $25.50. This set cannot be broken.

LEVEL II

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide		Book, I Write It, Ruth Krauss Harper and Row $2.57, 1970	$ 2.50
Transparency - Boy and girl daydreaming Transparency - Three Faces		Book, The Turtle and His Friends, Thomas and Patricia Gnagey, 1970 Facilitation House, Ottawa, Ill.	2.00
Transparency - Sharing Toys		*"But It Isn't Yours" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 20008, My Class: "Last One Chosen"	
		*"That's No Fair" - Part II Guidance Associates - Filmstrip/ Cassette ($24.50)	
		BFA Study Print 220003 My Class: "Cheating On a Test"	
		BFA Study Print 221004 My Schoo "Fight!"	
		BFA Study Print 221002 My Schoo "Wall"	
		*The Trouble With Truth Part II Guidance Associates Filmstrip/ Cassette ($24.50)	
		BFA Study Print 221001 My Schoo "Crossing Guard"	
		BFA Study Print 220007 My Class "New Student"	
		(See Level I) Total	$ 4.50

*This Package contains Parts I & II. Part I is used in Level I. Package must be purchased as a unit.

Level III

PROJECT PRODUCED MATERIALS	COMMERCIAL	
In Guide Value Activity Sheet - "No One Else" - Student Handout	"Guess Who's In A Group" Guidance Associates Filmstrip/ Cassette	$26.00
"What Person In This Group" Student Handout	BFA Study Prints - People I Don't Know: "Discrimination (2) 219004, 219005	
	BFA Study Print 218004 "Cheating" - My Friends	
	BFA Study Print 218005 "Four Eyes" - My Friends	
	BFA Study Print 216008 My Home: "Thirsty Dog"	
	"You Promised" Guidance Associates Filmstrip/Cassette	26.00
	BFA Study Print 216001 My Home: "Locked House"	
	BFA Study Print 219007 People I Don't Know: "Lost Child"	
	"Hey Dad, What Are You Doing?" and "I Double Dare You To" filmstrip/cassette. Photographic Laboratories, 1926 West Gray, Houston, Texas 77019	15.00
	TOTAL	$67.00

Level IV

PROJECT PRODUCED MATERIALS

In Guide

Handouts:

- Girl Scout Law
- Response to Pledge
- Law of the Camp Fire Girls
- Blue Bird Wish
- Oaths of Office
- Flag Pledges
- Hidden Word Puzzle (Rick and Lady)
- "I Am Glad"
- "Happiness"
- "Best Friend"
- Matching Quiz - Book, T.V. Movies
- Hidden Word Puzzle - "Communicating"
- "Things for Which Others Might Dislike Me"
- Song "I Am Proud"
- Career Examples
- Career Riddles
- Weekly Budget
- Hidden Word Puzzle - Savings Account
- "Beat the Clock"
- Song "A Timely Rhyme"
- "Individual Evaluation"
- Poem "Song of Greatness"
- "Follow the Leader Questions"

Transparencies:

- Transparencies of famous people total 8
- "Play Ball" Lesson Transparencies Total 4

Cassettes

- Cassettes of stories
- Cassettes of songs (Optional)

COMMERCIAL

*Filmstrip/Cassette "No Place Like Home" (Westinghouse Series: Our Values)	$15.50
*Filmstrip/Cassette "The Broken Sleds" (Westinghouse Series: Our Values)	15.50
Filmstrip/Cassette "Pam Puts It Off", Eyegate House	12.95
Filmstrip/Cassette "Reflections" Photographic Lab, 1926 West Gray, Houston, Texas 77019	20.00
*Filmstrip/Cassette or Record, "My Best Friend" (Holt, Rinehart and Winston Series: Values in Action)	13.00
TOTAL	$76.95

*These filmstrips are part of a package and the publisher may be reluctant to break the set.

Level V

PROJECT PRODUCED MATERIALS		COMMERCIAL	
In Guide Transparencies A-1 A-2 A-3 C-1 Handouts Janet's Diary "What's Wrong with Jeb Miller?" "Kelly's Addition" "Mr. James Miller Speaks" "Why Kelly's Addition should Be Rezoned"		"Max" and "Max Is Not Alone" Filmstrip/Tape, Photographic Laboratories, 1962 West Gray, Houston, Texas 77019	$ 15.00
		TOTAL	$ 15.00

VENDOR LIST

(SCHEDULE B)

FILMSTRIPS/CASSETTES

SCHOLASTIC KINDLE FILMSTRIPS
904 Sylvan Avenue
Englewood Cliff, New Jersey 07622 (also available in Spanish at a slightly higher price)

"All Kinds of Feelings" (Level K)	$ 19.00
"Smiles Don't Just Happen" (Level K)	19.00
"Will You Be My Friend?" (Level K)	19.00
"Sticks 'N Stones" (Level K)	19.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"But It Isn't Yours" (Levels 1 and 2)	26.00
"That's No Fair" (Levels 1 and 2)	26.00
"Guess Who's In a Group" (Level 3)	26.00
"You Promised" (Level 3)	26.00
Developing Values (Parts I & II) (Level 8)	41.50
"Shaping Identity (Parts I & II) (Level 8)	41.50

AUDIO VISUAL SERVICES, INC. (WESTINGHOUSE LEARNING CORP.)
2310 Austin Street
Houston, Texas 77004
Richard Hunter, Sales Representative (223-4591)

"No Place Like Home" (Level 4)	15.50
"The Broken Sleds"	15.50
Our Values Series - "Equality: Does Equal = Same?" (Level 6)	16.50
"Life on the Rocks" (3 Filmstrips) (Level 8)	59.00

EYEGATE
7911 Lichen Lane
Spring, Texas 77373
Frank W. Cox, Sales Representative (376-1739)

"Pam Puts It Off" (Level 4)

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Bob Drake, Sales Representative (529-5846)

"Hey Dad, What Are You Doing" and "I Double Dare You To" (Level 3)	$ 15.00
"Reflections" (Level 4)	20.00
"Max" and "Max Is Not Alone" (Level 5)	15.00
"Basketball Game" (Level 6)	15.00
"Wanting A Bicycle" (Level 7)	15.00
"Advertising"	15.00

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

"My Best Friend" (Level 4)	13.00
"Terry Takes A Ride" (Level 6)	15.00
"Its All Your Fault" (Level 6)	15.00

STUDY PRINTS

BFA EDUCATIONAL MEDIA
2211 Michigan Avenue
Santa Monica, California 90404 * 25.50

"Teachers Away" (Level 1)
"Borrowing Without Asking (Level 1)
"Littering" (Level 1)
"School Book" (Level 1)
"Last One Chosen" (Level 2)
"Cheating on a Test" (Level 2)
"Fight!" (Level 2)
"Wall" (Level 2)
"Crossing Guard" (Level 2)
"New Student" (Level 2)
"Discrimination" (2) (Level 3)
"Cheating" (Level 3)
"My Friends" (Level 3)
"Thirsty Dog" (Level 3)
"Locked House" (Level 3)
"Lost Child" (Level 3)

* The BFA Study Prints used in Levels 1, 2, and 3 (seventeen prints) must be ordered as a set from the company. The set will be known as the "Special Texas Package." This set cannot be broken.

BOOKS

PARENT'S MAGAZINE PRESS
52 Vanderbilt Avenue
New York, New York

Big Brother (Level K)	$ 4.59

WESTERN PUBLISHING COMPANY
6200 Richmond Avenue
Houston, Texas
Walter Escue, Sales Representative (686-7834)

If I Were (Level 1)	5.54

SCHOLASTIC MAGAZINES AND BOOK SERVICES
50 West 44th Street
New York, New York 10036
Mrs. Joyce Martin, Local Sales Representative (497-5650)

The Ugly Duckling (Level 1)	.95
The Hating Book (Level 1)	.95

HARPER AND ROW PUBLISHERS
49 East 33rd Street
New York, New York 10016

I Write It (Level 2)	2.50

FACILITATION HOUSE
P.O. Box 611
Ottawa, Illinois 61350

The Turtle and His Friends (Level 2)	2.00

RECORDS

A.B. LECRONE COMPANY
Rhythm Record Company
819 N.W. 92nd Street
Oklahoma City, Oklahoma 73114

Preschool Physical Fitness (Level K)	5.95

Local Record Stores

Swinging on a Star (Level K)	1.00
Reflections - Vicki Carr (Level K)	1.00
Everything is Beautiful - Ray Price (Level 1)	1.00

MATERIALS LIST - PATTERN OF HEALTHFUL LIVING

LEVEL 6

WINSTON PRESS
25 Groveland Terrace
Minneapolis, Minn. 55403
Mr. Jack Dickerson, Sales Representative

Values In Action

"Terry Takes A Ride"	$ 15.00
"Its All Your Fault"	$ 15.00

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

Our Values Series

"Equality: Does Equal = Same?"	$ 16.50

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Basketball Game"	$ 15.00

LEVEL 7

PHOTOGRAPHIC LABORATORIES
1926 West Gray
Houston, Texas 77019
Mr. Bob Drake, Sales Representative

"Wanting A Bicycle"	$ 15.00
"Advertising"	$ 15.00

LEVEL 8

AUDIO VISUAL SERVICES, INC. (Westinghouse)
2310 Austin Street
Houston, Texas 77004
Mr. Richard Hunter, Sales Representative

"Life on the Rocks" (3 filmstrips)	$ 59.00

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

"Developing Values (Parts I & II)	$ 41.50
"Shaping Identity (Parts I & II)	41.50
TOTAL	$234.00